

## Information Item

### *California Postsecondary Education Commission*

#### Trends in Fiscal and Student Profiles, 2001

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This report contains two sections, one highlighting information from the California Postsecondary Education Commission's *Fiscal Profiles* report series and the other from the Commission's *Student Profiles*. These two reports are annual compilations of data and analyses of fiscal and demographic information and undergird much of the Commission's research in these areas.

The first section provides information on how the Commission calculates and updates averages of revenues spent on instruction and related activities at the California Community Colleges, the California State University, the University of California, and some of the state's independent institutions. The second provides recently updated information on student transfer in California postsecondary education.

The report examines these two excerpts of data from *Fiscal Profiles* and *Student Profiles* and notes that they are only examples of the types of information generated in these two reports.

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# Trends from Fiscal Profiles and Student Profiles

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## **Purpose and background**

This report contains two sections, one highlighting information from the California Postsecondary Education Commission's *Fiscal Profiles* report series and the other from the Commission's *Student Profiles*. These two reports are annual compilations of data and analyses of fiscal and demographic information and undergird much of the Commission's research in these areas.

The first section of this paper provides information on how the Commission calculates and updates averages of revenues spent on instruction and related activities at the California Community Colleges, the California State University, the University of California, and some of the state's independent institutions. This information is sometimes referred to as a proxy for the cost of the instructional mission at the public systems, however the Commission notes the limitations of using revenue trends as a substitute for specific cost data. Still, this information represent the best available in California postsecondary education on expenditures for instruction-related activities and it is updated annually.

The second section of this report provides recently updated information on student transfer. Since its inception, the Commission has published annual numbers of transfer students between and among the State's public postsecondary systems and campuses. Since 1989, that function has been fulfilled through the annual publication of updated editions of the *Student Profiles* report. Historically, the whole of Section 4, and two tables in Section 6, of these reports has provided the best information available on student transfer between and among the California Community Colleges, the California State University, the University of California, and some of the state's independent institutions for the most recent ten-year period. This information provides annual baseline data that is useful in the assessment of the transfer function at the systemwide level as well as from the perspectives of the individual sending and receiving institutions.

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## ***Fiscal Profiles* Funding for instruction in California postsecondary education: History**

Intersegmental funding comparisons in higher education are complicated by many important factors, such as differences in: levels of students, types of programs, campus and system administrative processes, special accounting requirements for some funding sources, and various programs and practices at each of the public systems. The most important determinants found are the unique and distinct missions of each system, as assigned in the State's masterplan for higher education. Each of California's three postsecondary systems has multi-faceted missions and goals to

pursue in filling their respective obligations to the State's citizenry and they receive resources designed to help fulfill their respective missions.

The Commission often receives inquiries regarding comparisons of per-student funding levels between the California Community Colleges, the California State University, and the University of California. It is easy enough to calculate average "dollars per student" by dividing total revenues by total numbers of students being served. However this sort of determination, by itself, is misleading in its results because it does not account for State-mandated segmental differences. While there are many ways to construct subsets of funding comparisons among the systems, one of the most accepted ways is to make analytic comparisons based on a similarity of the purposes for which those funds are used. One such example is funding comparisons based on each of the systems' mission of providing instruction to its students. There many assumptions that must be made in undertaking this particular measurement – assumptions that substantially impact its outcome. Yet examining State resources used by the three public systems for instruction-related activities, as defined, produces one of the most accurate and accepted intersegmental funding comparisons available to policymakers.

These data also figure prominently in non-Commission reports and periodic assessments of the status of the transfer function. As an example, community college transfer coordinators regularly incorporate their campus-specific transfer figures -- reported separately by the University and the State University but which can be found combined in only one document, *Student Profiles* -- in their annual program evaluations. In addition, recent staff presentations to the legislature on this issue have relied heavily on the Commission's recent and historical database on transfer students. In keeping with the Commission's increasing utilization of its information, attention is focused here on *Student Profiles* transfer data and its application in recent policy discussions.

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**Commission  
report**

In response to uncertainties about how the costs for instruction and related activities in California's public postsecondary education systems compared to other institutions nationally, in 1991 the California Legislature called on the California Postsecondary Education Commission to analyze "the total costs to the state of the instructional mission in the three segments of public higher education, in comparison, to the extent possible, with comparable public and private institutions in California and nationally."

The Commission then conducted a wider study of State and institutional expenditures for instruction, using comparative data from other states and institutions, as it was available. In the 1993 Commission report, entitled *Expenditures for University Instruction* (CPEC 93-2). The Commission developed a methodology for determining instruction-related revenues from overall expenditures. The Commission report to the Legislature was assisted by and advisory committee consisting of the three public higher

education systems, the California Department of Finance, the Legislative Analyst’s Office, and legislative staff.

The report consisted of several sections:

- ◆ An explanation of the origins and background of the study and the average and marginal cost per student appropriated by the State to support instruction in the California State University (CSU) and University of California (UC);
- ◆ A description of the Commission’s general approach to the study and important finding and definitions used in the study, detailed findings on the per-student instructional expenditures for the CSU and the UC, and comparisons with other institutions, and;
- ◆ A set of appendices describing the methodology of the study.

The report concluded that while the methodology and process developed by the Commission was valid, arriving at more in-depth cost determinations for instructional expenditures would require far greater data than were available to the Commission during this project. Specifically, the report concluded that longitudinal information from each segment on faculty workload and staffing patterns, these staffing patterns by instructional level and program area, and compensation and related costs would be needed in order to conduct more empirically sound determinations of the cost of providing instruction on a per-student basis.

The Commission’s research determining instruction related cost estimates was found to be of merit both inside the State and nationally. The Commission decided to update these data annually, with the cooperation of the higher education systems, with displays in its *Fiscal Profiles* report series.

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**Current  
information**

The Commission report *Fiscal Profiles, 2001* (CPEC 02-1) contains information on average appropriations per full-time-equivalent student (FTE) for instructional-related activities. This information is summarized in a chart on page 5. This comparison is presented for the State’s three public postsecondary systems through the 2000-01 fiscal year and also includes expenditures per FTE for instructional-related activities in selected California independent institutions provided by the Association of Independent California Colleges and Universities (AICCU) through fiscal year 1999-00. Information for the public systems is shown for “State Determined Funds” in both actual and 2000-01 “constant” dollars to account for the effect of inflation over time; excluded here are federal and private fund sources. The information is an annual updated based upon the Commission’s 1993 *Expenditures for University Instruction* report (see pages 6-7).

Display 16–18 in the Commission’s *Fiscal Profiles, 2001* show total average for instructional-related activities -- referred to as I-R funding in the text -- the most recent year available. The data show that per student for

the California Community Colleges increases only 1.3% between 1999-00 and 2000-01, 6.2% for the California State University (CSU), and 6.6% for the University of California (UC) in real dollars. Total I-R per-student funding when measured in “constant” 200-01 dollars actually drops 2.3% for the community colleges but increases 2.4% for the CSU and 2.8% for UC compared with last year. Actual-dollar I-R expenditures per student for the AICCU institutions show an increase of 5.8% between 1998-99 and 1999-00 and constant dollar expenditures per student increased by 2% over this time. This year’s increases in actual dollar I-R funding in the public systems are smaller than in the past in part because of increases in funded enrollment. The three public systems, in combination, enrolled an average 3.7% more FTE students in 2000-01 than in 1999-00.

As the data show, funding for the instructional mission of the University of California is more than three times higher than at the community colleges. Instruction at the State University is funded at two-thirds the level of instruction at the University of California. Given the University of California’s research focus and large proportions of upper-division undergraduate students and graduate students, this funding level is not a surprise. Of greater concern is the overall low level of average funding for instruction-related activities in the community colleges. Even though its rate of growth in real-dollar funding over the past 20 years of 167.4% is the highest of the four postsecondary education systems measured here, its starting point in 1980-81 (\$1,800) was only 42% of that for the State University and only 29% of that for the University of California at that time. Thus, even the larger rate of increase in the community colleges’ average “I-R per FTE funding” leaves the system well behind the other public systems in terms of State-determined revenues allocated to meet its instruction mission.

Even when focusing intersegmentally on a single system mission, such as instruction here, it is important to acknowledge the differences in practices and circumstances among the systems. Segmental, campus and even departmental differences on such factors as the mode of instruction used, the level of students, and the academic program involved all combine to make across-the-board comparisons of average I-R funding tenuous. Also contributing to these differences is the fact that resources labeled for one purpose in a system are sometimes used for to meet the responsibilities of several purposes. Thus, even the best efforts at trying to determine the exact levels of revenues that are used solely used for a specific purpose for intersegmental comparison tend to fall short of that goal.

Nonetheless, the I-R methodology and calculations developed by the Commission’s comparison and updated here is as analytically sound as any in use in California for intersegmental comparisons of funding for a state goal such as instruction. This Commission information was recently cited in the “Governor’s Budget Summary, 2002-03” with regard to the percentage of these costs covered by student fee revenues. State policy-

makers, higher education systemwide administrators, institutional researchers, and many private-sector entities conducting research on California higher education funding regularly use these data.

## Summary

As the above data show, undergraduate instruction is funded at differing levels for the California Community Colleges, the California State University, and the University of California. Such differences in funding levels for this function between the systems are understandable, given the segmental differences in pursuing the mission of instruction. However, the relatively lower level of average per-student revenues for instruction in the community colleges offsets even its more rapid rate of growth in recent years. The instruction-related revenue information described above from the Commission's *Fiscal Profiles* report series is just one example of the many types of information contained in the report. The usage of this information varies by user but the overall report has been determined to be of value to policymakers and others involved in understanding changes in higher education finance in California.

DISPLAY 1 Averages of Total "State Determined Fund" Revenues Per FTE Student for Instruction-Related Activities in Actual and 2000-"Constant" Dollars for the UC, the CSU, the CCCs, and AICCU Institutions, for Fiscal Years 1980-81 Through 2000-01

Year	UC		CSU		CCC		AICCU	
	Actual	Constant	Actual	Constant	Actual	Constant	Actual	Constant
1980-81	\$6,223	\$15,939	\$4,327	\$11,082	\$1,800	\$4,610	--	--
1981-82	6,548	15,150	4,464	10,328	1,775	4,107	--	--
1982-83	6,771	14,314	4,451	9,409	1,837	3,884	--	--
1983-84	6,839	13,575	4,844	9,615	2,089	4,147	--	--
1984-85	8,409	15,928	5,603	10,613	2,332	4,418	\$8,754	\$16,582
1985-86	9,271	16,609	5,993	10,737	2,646	4,740	--	--
1986-87	9,645	16,463	6,399	10,922	2,803	4,785	--	--
1987-88	10,146	16,658	6,629	10,883	3,007	4,937	--	--
1988-89	10,709	16,844	6,898	10,850	3,143	4,943	--	--
1989-90	11,225	16,778	7,393	11,050	3,362	5,025	12,629	18,877
1990-91	11,431	16,116	7,434	10,481	3,261	4,598	13,233	18,656
1991-92	12,107	16,228	7,667	10,277	3,141	4,210	13,913	18,647
1992-93	12,363	15,987	7,781	10,062	3,102	4,011	13,975	18,072
1993-94	12,387	15,573	8,097	10,179	3,338	4,196	14,305	17,983
1994-95	12,871	15,645	8,811	10,711	3,493	4,246	15,391	18,709
1995-96	13,010	15,345	8,952	10,558	3,913	4,615	15,950	18,812
1996-97	13,424	15,376	9,412	10,780	4,105	4,702	18,787	21,519
1997-98	13,983	15,558	9,502	10,572	4,266	4,746	19,920	22,165
1998-99	15,219	16,338	10,078	10,819	4,322	4,640	20,402	21,159
1999-00	15,194	15,757	10,193	10,572	4,750	4,926	21,590	21,590
2000-01 est.	16,191	16,191	10,822	10,822	4,814	4,814	--	--
1-yr % change	6.6%	2.8%	6.2%	2.4%	1.3%	-2.3%	5.8%	2.0%
20-yr % change	160.2%	1.6%	150.1%	-2.4%	167.4%	4.4%	146.6%	30.2%

### Notes:

1. Systems' "Constant-dollar" funds per FTES are calculated using the Higher Education Price Index (HEPI).
2. ALL information shown for fiscal year 2000-01 are **ESTIMATES**, based on the most accurate data available at this time.

Source: California Postsecondary Education Commission, *Fiscal Profiles, 2001*, from Displays 16, 17, and 18.

1. *Instruction-Related Activities* (I-R) is the term used to define the average expenditures for instructional activities in the postsecondary education sectors. The public-sector information on instruction-related expenditures was initially generated for the Commission report, "Expenditures for University Instruction" (Commission Report 93-2) which contains background detail on the numbers shown here. For the California Community Colleges and the California State University, these expenditures were determined by dividing each system's selected fund sources for a given year by their full-time-equivalent (FTE) enrollment for that year to determine average State support per funded student.
2. For both the Community Colleges and the State University, the determination of average expenditures per full-time equivalent student was agreed to be the result of dividing each systems' "State Determined Funds" (see below) fund-source totals by their respective FTE enrollments. For the University of California, a more detailed methodology was developed. In this methodology, funds not related to general campus instruction were removed prior to calculating average State support per funded student. These calculations removed expenditures for health sciences, organized research, and public service from the University's "State Determined Fund" sources. For the independent institutions surveyed here, the AICCU used data from the "Integrated Postsecondary Education Data System" (IPEDS) to show total instruction-related expenditures for participating independent institutions.
3. The term *State-Determined Funds*, as defined here, includes only those fund sources used for operating expenses for the general, non-restricted educational missions of the three public higher education systems over which they and/or the State (through the Legislature and Governor) have policy and allocation authority. For the California Community Colleges, these funds are: State General Funds plus Local Revenues, Systemwide Student Fees (SSFs), and State School Funds, and Lottery Funds. For the California State University, these funds are: State General Funds, State University Funds, SSFs, and Lottery Funds. State University Funds are "Higher Education Fees and Income," minus the State University Fee SSFs here. For the University of California, these funds are: State General Funds, General University Funds, SSFs, and Lottery Funds. General University Funds are "General Funds Income," under the heading "University Sources."
4. "Systemwide Student Fees," for the purposes of this display are as follows: CCC -- the State Enrollment Fee; the CSU -- the State University Fee, and; the UC -- the "Educational," "Registration," and "Fee for Selected Professional School Students."
5. State General Funds used to calculate I-R revenues per FTES in 1998-99 include \$70 million in one-time funds to support core needs and State General Funds used to calculate average revenues per FTES for 2000-01 include \$107.9 million in one-time funds to support core needs.
6. For the CSU, "NET State University Revenues" is derived from the program detail contained in the 2000-01 Governor's Budget category is entitled "CSU Higher Education Fees and Income." This category ordinarily consists of systemwide resident student fees and nonresident tuition charges, overhead from foundation contracts and grants, nongovernmental college work study, independent operations, miscellaneous, unscheduled, and unallocated funds, and other revenues. To determine NET State University Revenues, SSFs have been extracted here and placed in a separate category.
7. For the CCC, FTES totals used in these calculations include only "State-Funded" FTES enrollment. The State General Funds shown here includes both "Local Assistance" and "State Operations" categories. Based on instructions from the Chancellor's Office, the community colleges' "instructional expenditures" data are calculated directly from information contained in other displays in this report.



8. The column "State Funds + Local Funds" consists of combined State General Funds, Local Revenues, and State School Funds -- all State-determined fund sources. State funding formulas determine the General Fund level for the California Community Colleges, based upon the level of local property tax revenues anticipated being available. Thus, only "revenues per full-time-equivalent student" enrollment for combined General Funds and Local Property Tax revenues are calculated in this report.
9. For the AICCU (Independent) institutions, the "Instruction-related Expenditures per FTE Student" data and calculations are taken from Display 55. Based on definitions of the reported IPEDS data and consultations with the AICCU, it was determined that only expenditures in the following categories should be considered as related to general campus instruction: "Instruction," "Research," and Academic Support." Please see the notes to that display for additional information on the AICCU information.

Sources: CPEC Fiscal Profiles, 2001 Governors' budgets and analyses, 1980-81 through 2001-02; CCC Chancellor's Office; CSU Office of the Chancellor; UC Office of the President; Association of Independent California Colleges and Universities; and, Commission staff analysis.

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***Student Profiles***  
**Transfer trends in**  
**California**  
**postsecondary**  
**education:**  
**History**

Data on student transfer figure prominently in both Commission and non-Commission reports and periodic assessments of the status of the transfer function. As an example, community college transfer coordinators regularly incorporate their campus-specific transfer figures -- reported separately by the University and the State University but which can be found combined in only one document, *Student Profiles* -- in their annual program evaluations. In addition, recent staff presentations to the legislature on this issue have relied heavily on the Commission's recent and historical database on transfer students. In keeping with the Commission's increasing utilization of its information, attention is focused here on *Student Profiles* transfer data and its application in recent policy discussions.

The following narrative was presented on April 17, 2002 at the Assembly Budget Subcommittee No. 2 on Education Finance Special Hearing on Transfer and is reprinted here to illustrate recent uses of these data in the policy arena. The accompanying group of slides along with an updated data abstract, *Transfer Trends 1990-2000*, which was originally presented to the Joint Committee for the Review of the Master Plan for Higher Education in October 2000, are also included here to highlight data regularly published by the Commission in its annual *Student Profiles* report.

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*Excerpts from material provided by the Commission to the Assembly Budget Subcommittee No.2 on Education Finance for its Special Hearing on Transfer on April 17, 2002:*

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**The role of**  
**transfer in the**  
**California Master**  
**Plan for Higher**  
**Education**

"The admission of transfer students is especially important in California's tripartite system, because over one-half of all lower division instruction within the state -- including private institutions -- is done by junior colleges."

-- Excerpt from *A Master Plan for Higher Education In California, 1960 – 1975* (page 71), prepared by the Liaison Committee of

the State Board of Education and The Regents of the University of California (published by the California State Department of Education, Sacramento, 1960).

In 1960, the State of California envisioned student transfer as the lynchpin of the state's commitment to universal access to postsecondary education for its residents in the Master Plan for Higher Education. Transfer is the main engine for the educational gains that lead to social mobility and equal opportunity; it provides California students an effective and affordable avenue to continue their education beyond the first two years of college.

Successful transfer also saves the State many billions of dollars in education expenses. The focus on transfer in higher education has enabled California to educate many millions of students in just over 100 public community colleges, fewer than two-dozen State Universities, and 10 University of California campuses. Absent this focus, the distribution of public higher education institutions would be weighted far more heavily towards full-service baccalaureate degree-granting institutions, which operate at much higher costs.

Senate Bill 121, authored by then-Senator Gary Hart (Chapter 1188, Statutes of 1991) codified recommendations to improve the transfer function adopted by the Legislature's Joint Committee on Review of the Master Plan in 1988. Although this statute didn't mandate transfer as the most important function of the higher education systems, a section of SB 121 states: "A viable and effective student transfer system is one of the fundamental underpinnings of public postsecondary education in California."

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**Numbers of  
community  
college transfers  
over the years**

Improvements in the numbers of community college students transferring to the University of California and the California State University (and to independent institutions) have been spotty over the decades. Display 2 shows numbers of community college transfers to the CSU and UC from 1965 through 2001. From 1965 through 1979 for UC, and for the earliest four years for CSU, these data are only reported for the Fall term, which is the way transfers were counted in earlier years. At that time it was estimated that two-thirds of transfer students enrolled in the Fall term.

*DISPLAY 2 Numbers of California Community College Students Transferring to the California State University, the University of California, and California's Independent Institutions for Years 1965 Through 2002*

Year	<i>California State University</i>			<i>University of California</i>			<i>Independents</i>		<i>Transfer Totals</i>			
	Fall Term	Full Year	% change	Fall Term	Full Year	% change	Transfers	% change	Publics	% change	All	% change
1965	14,603	--	--	2,948	--	--	--	--	17,551	--	17,551	--
1966	19,295	--	32.1%	3,761	--	27.6%	--	--	23,056	31.4%	23,056	31.4%
1967	22,059	--	14.3	3,702	--	-1.6	--	--	25,761	11.7	25,761	11.7
1968	26,596	--	20.6	3,785	--	2.2	--	--	30,381	17.9	30,381	17.9
1969	--	43,963	65.3	4,458	--	17.8	--	--	48,421	59.4	48,421	59.4
1970	--	49,245	12.0	5,166	--	15.9	--	--	54,411	12.4	54,411	12.4
1971	--	52,989	7.6	6,154	--	19.1	--	--	59,143	8.7	59,143	8.7
1972	--	53,820	1.6	7,165	--	16.4	--	--	60,985	3.1	60,985	3.1
1973	--	51,335	-4.6	8,193	--	14.3	--	--	59,528	-2.4	59,528	-2.4
1974	--	51,144	-0.4	7,813	--	-4.6	--	--	58,957	-1.0	58,957	-1.0
1975	--	52,917	3.5	8,002	--	2.4	--	--	60,919	3.3	60,919	3.3
1976	--	51,230	-3.2	7,123	--	-11.0	--	--	58,353	-4.2	58,353	-4.2
1977	--	51,159	-0.1	6,392	--	-10.3	--	--	57,551	-1.4	57,551	-1.4
1978	--	47,430	-7.3	6,193	--	-3.1	--	--	53,623	-6.8	53,623	-6.8
1979	--	46,326	-2.3	5,644	--	-8.9	--	--	51,970	-3.1	51,970	-3.1
1980	--	46,649	0.7	--	6,277	11.2	--	--	52,926	1.8	52,926	1.8
1981	--	45,283	-2.9	--	6,363	1.4	--	--	51,646	-2.4	51,646	-2.4
1982	--	45,400	0.3	--	6,953	9.3	--	--	52,353	1.4	52,353	1.4
1983	--	45,726	0.7	--	6,958	0.1	--	--	52,684	0.6	52,684	0.6
1984	--	45,476	-0.5	--	6,891	-1.0	--	--	52,367	-0.6	52,367	-0.6
1985	--	45,397	-0.2	--	6,574	-4.6	2,219	--	51,971	-0.8	54,190	3.5
1986	--	43,634	-3.9	--	6,754	2.7	5,832	162.8%	50,388	-3.0	56,220	3.7
1987	--	44,673	2.4	--	7,713	14.2	1,949	-66.6	52,386	4.0	54,335	-3.4
1988	--	45,389	1.6	--	8,146	5.6	1,883	-3.4	53,535	2.2	55,418	2.0
1989	--	45,713	0.7	--	8,164	0.2	5,713	203.4	53,877	0.6	59,590	7.5
1990	--	46,670	2.1	--	10,030	22.9	6,887	20.5	56,700	5.2	63,587	6.7
1991	--	44,898	-3.8	--	9,972	-0.6	6,773	-1.7	54,870	-3.2	61,643	-3.1
1992	--	40,976	-8.7	--	9,993	0.2	7,888	16.5	50,969	-7.1	58,857	-4.5
1993	--	44,420	8.4	--	10,940	9.5	8,413	6.7	55,360	8.6	63,773	8.4
1994	--	46,912	5.6	--	10,929	-0.1	7,906	-6.0	57,841	4.5	65,747	3.1
1995	--	48,688	3.8	--	10,886	-0.4	7,526	-4.8	59,574	3.0	67,100	2.1
1996	--	48,349	-0.7	--	10,492	-3.6	7,673	2.0	58,841	-1.2	66,514	-0.9
1997	--	45,546	-5.8	--	10,210	-2.7	7,950	3.6	55,756	-5.2	63,706	-4.2
1998	--	44,989	-1.2	--	10,161	-0.5	8,080	1.6	55,150	-1.1	63,230	-0.7
1999	--	47,706	6.0	--	10,827	6.6	8,442	4.5	58,533	6.1	66,975	5.9
2000	--	47,900	0.4	--	11,215	3.6	9,030	7.0	59,115	1.0	68,145	1.7

Notes:

1. For conversion of years for "Fall Term" to "Full Year," the Fall date is the beginning year; for full-year data the year 2000 = 2000-01.
2. Full year 2000-01 data are the most recent available; the 2001-02 academic year will not be completed until August, 2002.

3. AICCU data are not available prior to 1982-83. AICCU data are voluntarily reported and there are variations in the numbers of institutions reporting each year. This can lead to substantial annual fluctuations in the numbers of transfers reported for the Independents. AICCU transfer numbers shown here for the most recent year is self-reported and has not been verified by the Commission.

Sources: CPEC data and staff analysis, the University of California Information Digest and the AICCU.

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As the table shows, the combined total of community college transfers to the two public baccalaureate degree granting systems was at its highest in the first half of the 1970s, twice exceeding 60,000 community college transfers. It would be 17 years before UC eclipsed its Fall-Term-only total in 1973 of 8,193 transfers with its total of 10,032 for the full year of 1990-1991. The CSU has never again come close to its 1972 high of enrolling 53,820 community college transfer students. Though campus and system data collection in the early years was not as accurate as today, the trends evident from the 1960s through the early 1970s clearly show regular increases in the numbers of community college transfers to the CSU and UC. Those early transfer successes have not carried through to the present.

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**Transfer in recent years**

Again as Display 2 shows, there have been general increases in the numbers of California Community College student transferring to the California State University and University of California over the past few years. However, even with these recent increases, the numbers of successful transfers is lower than generally envisioned by policymakers. The public higher education systems point correctly to gains made in upper division transfers, which are afforded enrollment priority in statute and practice. However, this focus does not diminish the overall lack of growth in the numbers of transfers each year. Even if the systems are decreasing their numbers of lower division transfers in favor of upper-division transfers, at worst this change should lead to a zero sum gain. At best, this change should drive an increase in the overall numbers of community college transfers each year.

Concern about the health of the transfer function has led to the creation of many specialized, focused programs designed to facilitate some aspect of transfer since the mid-1980s. These initiatives deal with all aspects of transfer; one is designed to encourage faculty to work together, another simplifies the identification of transferable community college courses, and one that provides students with the most accurate and up-to-date transfer information available.

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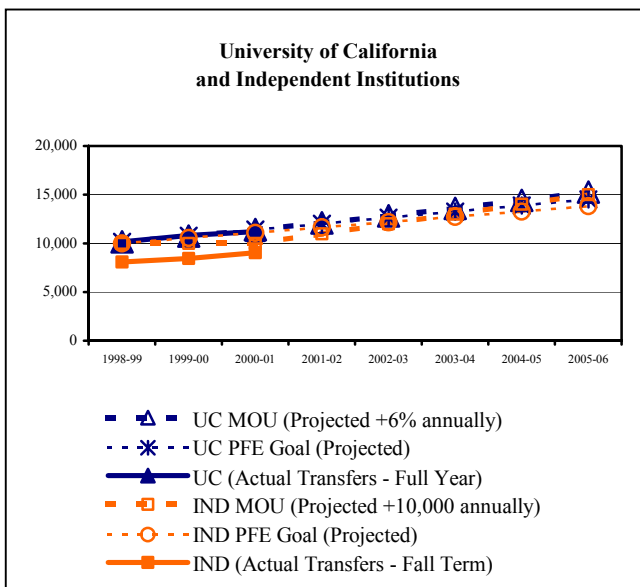
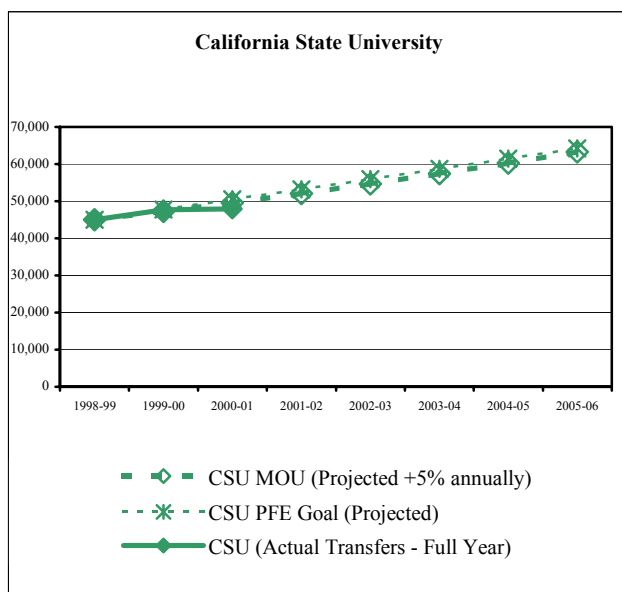
**State policy initiatives on transfer**

In recent years, the Governor and Legislature adopted two major policy initiatives designed to improve student transfer. The first is a 1998 specially-funded California Community Colleges initiative -- The Partnership for Excellence Program (PFE) -- which cites transfer and transfer readiness as two of its six goals. The second is a set of "memoranda of understanding" (MOUs) between the State's baccalaureate degree-

granting postsecondary educations systems and the community colleges to increase transfers that were adopted in 2000 and 2001.

In the State University’s MOU, the community colleges agreed to increase, by 5 percent each year, the number of upper-division community colleges students fully qualified to transfer to the CSU. They agreed to enroll all fully qualified community colleges students seeking admission to CSU. For the University of California’s MOU, the community colleges agreed to increase the number of transfer-ready students to provide enough applicants to increase, by at least 6 percent annually, the number of transfer students eligible to enroll at UC. The transfer MOUs were signed in 2000 and implemented in 2001; the beginning “base-year” for these agreements is the 1998-99 academic year and the final, or “goal-year” for these agreements is 2005-06.

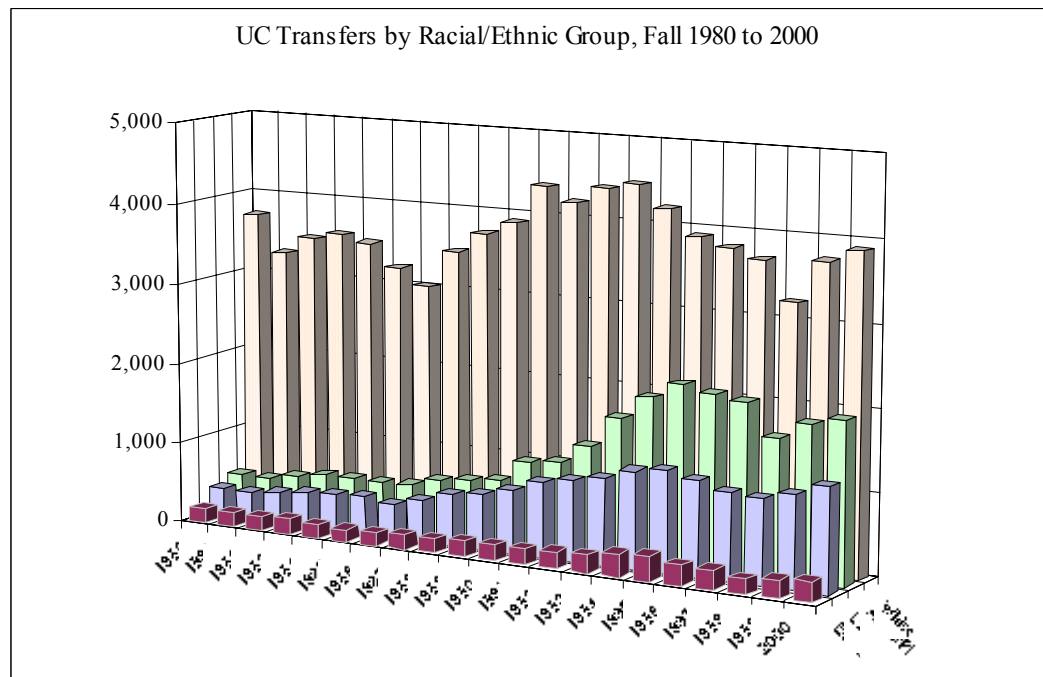
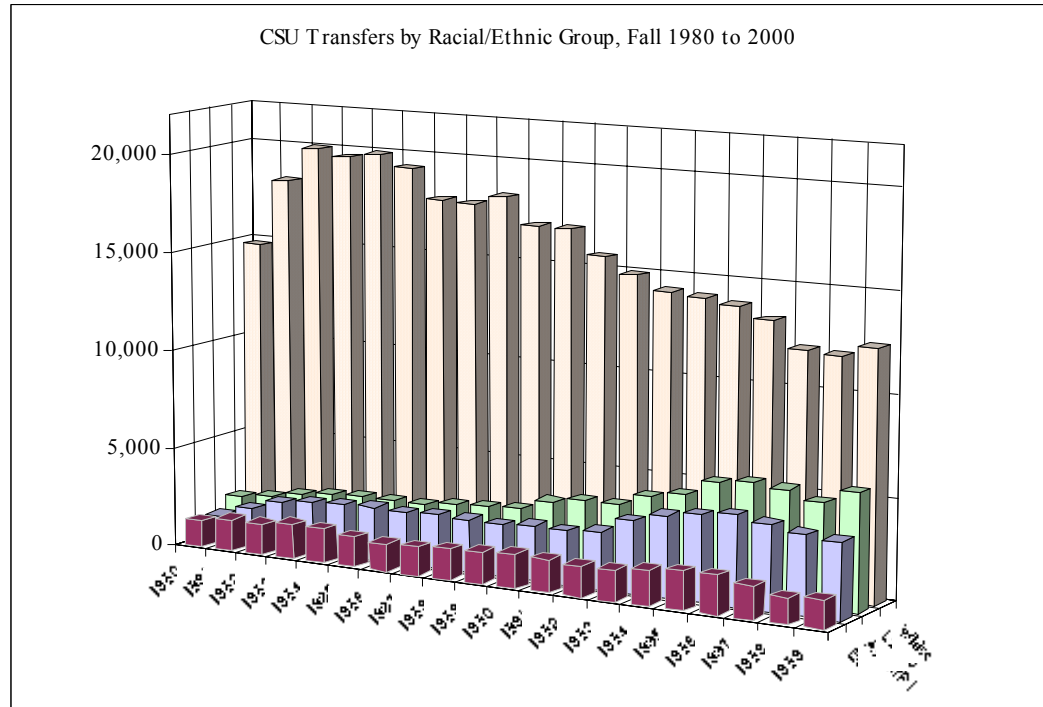
Charts 1 and 2 describe the progress being made on these transfer enrollment goals in the memoranda of understanding between the community colleges and the CSU, UC and State’s independent institutions as trend lines.



We note that progress towards these goals is not linear and that viewing any one year of changes in transfers does not give the full picture of progress towards these goals. However, with the relatively low annual growth in community college transfers during the MOU period thus far, it appears that the State University and University of California may have difficulty meeting their respective transfer enrollment goals by 2005-06.

## The diversity of transfer

The accompanying two charts – Charts 3 and 4 excerpted from CPEC’s *Student Profiles, 2000* report – illustrate the changing racial/ethnic diversity of transfer students over the last 20 years. As is easily seen, diversification of the transfer student population at both the UC and the CSU began in the early 1990s and is continuing. At the CSU, increased diversity of transfer students also began around 1991 and continues to the present, coming closer to a more equally dispersed population than at UC.



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**The transfer process**

Below is brief summary of the transfer process:

1. **Enroll in a community college**; seek guidance counseling and advice to plan their eventual transfer and academic goals;
2. **Decide on a “major,” research its requirements**, and begin taking community college courses that are approved to meet these general requirements;
3. **Decide upon a baccalaureate degree granting (“receiving”) institution that offers their “major”** and become knowledgeable about the specific requirements for transfers into that “major” at that institution, sometimes entering into a transfer agreement with a particular campus;
4. **Plan and follow a course of study that meets these requirements**, with the help of community college counselors and from the “receiving” institution advisors;
5. **Complete community college coursework with as high a GPA as possible (transfer eligible)**, applying for transfer when near completion or in accordance with their transfer agreement;
6. **Are admitted– or not admitted – to the receiving institution**, preferably in “major/program” of choice; if not admitted – re-apply for transfer in a subsequent term
7. **Enroll in the receiving institution** and continue their course of study towards the baccalaureate.

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**Challenges to transfer success**

Prospective transfer students face many difficulties in navigating the transfer process. This is particularly true for transfer student from non-traditional backgrounds, such as older students, students who are first-time college attendees in their families, and part-time and place-bound students who must work to support dependents and attend to other responsibilities. Next, we summarize these potential hurdles:

1. Difficulty and unease in navigating complicated college processes and in establishing informal support networks needed for survival;
2. Competing priorities for time and reduced opportunities to access institutional support services and fewer opportunities to seek out more colleges more appropriate for their individual needs;
3. Reduced options for enrolling in programs of choice when transferring, particularly for impacted or highly competitive majors;
4. Longer time-to-transfer and time-to-degree, the potential for a lower GPA due to increased length of time, increased chances of stopping out of college due to changes in family situation, the non-receptiveness of many baccalaureate programs to less than full-time attendance;

5. Problems -- or prohibitions -- to accessing college and university support services, which may be geared towards more “traditional” college-age students.

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**Strategies to  
improve transfer**

Next, are some strategies the Commission feels could help improve transfer.

- ✓ Improved academic preparation of students in K-12;
- ✓ Improved information on the progression of students in California postsecondary education;
- ✓ Increased enrollments for impacted and highly subscribed baccalaureate degree programs;
- ✓ Greater intersegmental coordination and commitment in allocating resources to transfer activities and thorough evaluations of these services;
- ✓ Reduced administrative and programmatic hurdles for prospective transfer students;
- ✓ More “major/program”-specific articulation and greater flexibility in program requirements for students preparing for an academic program offered at different receiving campuses;
- ✓ More effective support services for both prospective and successful transfer students, particularly non-traditional college students;
- ✓ Increased segmental, campus, and “by major/program” research on transfer students who “apply,” are “eligible,” and “enroll” in receiving institutions;
- ✓ Clearer intersegmental accountability for the success of student transfer in California.

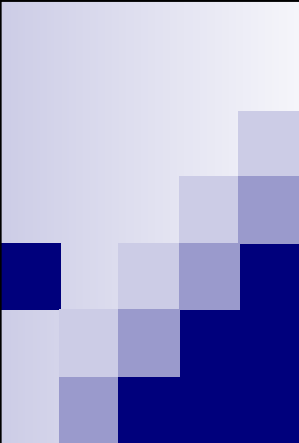
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**Summary**

California’s higher education Master Plan transfer goals will likely only be realized when there is greater coordination and alignment transfer policies and practices at all levels, an increased “student focus” to transfer activities at the campus and program level, and a more systematic approach to evaluation of transfer initiatives and practices by State policy-makers. Changes to the current transfer system are necessary in order to facilitate the movements of hundreds of thousands of California students through the State’s postsecondary education system and on to their educational objectives.

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# Trends and Outcomes in Student Transfer PART ONE

*A CPEC Presentation to the Assembly  
Subcommittee No. 2 on Education Finance  
Special Hearing on Transfer  
April 17, 2002  
by Kevin Woolfork and ZoAnn Laurente*



## The Transfer Process for Most Community College Students...

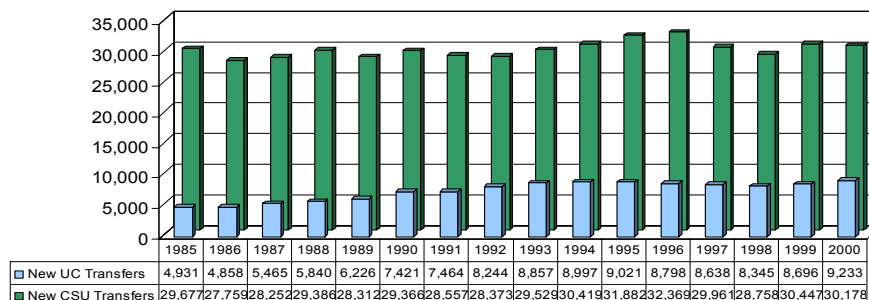
1. **Select and enroll in the community college (“sending” institution) they wish to attend;** seek guidance counseling and advice to plan their eventual transfer and academic goals;
2. **Decide on a “major,” research its requirements, and begin taking community college courses** that are approved to meet these general requirements;
3. **Decide upon a baccalaureate degree granting (“receiving”) institution that offers their “major”** and become knowledgeable about the specific requirements for transfers into that “major” at that institution, sometimes entering into a transfer agreement with a particular campus;
4. **Plan and follow a course of study that meets these requirements,** with the help of community college counselor and “receiving” institution advisors;
5. **Complete community college coursework with as high a GPA as possible (transfer eligible),** applying for transfer when near completion or in accordance with their transfer agreement;
6. **Are admitted– or not admitted – to the receiving institution,** preferably in “major/program” of choice;
7. **Enroll in the receiving institution** and continue their course of study towards the baccalaureate,  
**OR – if not admitted – re-apply for transfer in a subsequent term.**

# General Information on Transfer Students

- Less than one-third of all CCC students who transfer to UC and CSU do so within 3 years.
  - Fully 50% of all CCC transfer students take from 4 to 6 years to transfer;
  - Another 18% take 7 or more years to transfer.
- Most CCC transfer students do not receive an AA degree prior to transfer despite earning sufficient credits for the award.
- As recently reported by the CCC Chancellor's Office, approximately 8% of CCC transfer students enroll in out-of-state institutions.
- Over 30% of all BA's awarded at UC, and 60% of all BA's awarded at CSU in 1999-00 were awarded to students who transferred credits from CCC's.

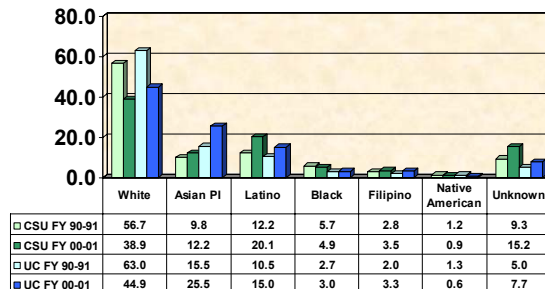
# UC and CSU Transfer Enrollment History

New CCC Transfers to the University of California and to the California State University, Fall 1985 to Fall 2000



## Diversity of Transfer

- The ethnic diversity of transfer students differs by system but has been increasing, with Latino representation among the fastest growing; Blacks having mixed results; Whites and Native Americans losing ground; and all others steadily increasing:



5

California Postsecondary Education Commission

## Progress toward PFE and MOU Goals

- **CCC PFE transfer goals:** increase transfers to:
  - UC to 64,200 (1998-99 to 2005-06);
  - CSU to 14,500 (1998-99 to 2005-06);
  - AICCU to 13,800 (1998-99 to 2005-06).
- **CCC Transfer MOU goals:**
  - At UC: **6%** annual increase in UC transfer-eligible students
    - (2000-01 to 2005-06);
  - At CSU: **5%** annual increase in upper-division transfers
    - (2000-01 to 2005-06);
  - At AICCU: increase transfer students from **10,000** to **15,000**
    - (2001-02 to 2005-06).

6

California Postsecondary Education Commission

## Transfer Information for Recent Years

CCC transfers to UC and CSU have increased only sporadically since 1998-99. At present, progress towards “Partnership for Excellence” and “Transfer MOU” transfer goals are currently not on pace for UC, but is on pace for CSU because of the focus on upper-division transfers only.

<u>CCC transfers</u>	<u>to CSU</u>	<u>to UC</u>	<u>CCC transfers</u>	<u>to CSU</u>	<u>to UC</u>
Full Year 1998-99	37,519	10,161	Full Year 1999-00	41,364	10,827
Full Year 1999-00	39,395	10,827	Full Year 2000-01	43,169	11,215
Numeric Change	2,474	666	Numeric Change	3,176	388
Percent Change	6.6%	6.6%	Percent Change	7.9%	3.6%
Transfer MOU Goal	5.0%	6.0%	Transfer MOU Goal	5.0%	6.0%

<u>Cumulative</u>	<u>to CSU</u>	<u>to UC</u>
Full Year 1998-99	37,519	10,161
Full Year 2000-01	43,169	11,215
Numeric Change	5,650	1,054
Percent Change	15.0%	9.9%
Transfer MOU Goal	10.0%	12.0% (assumes linear progress)

Note: CSU PFE and MOU transfer goals and figures shown here are for upper-division transfers only.



# California Postsecondary Education Commission

Budget Subcommittee No. 2  
on Education Finance  
Special Hearing on Transfer

Transfer Trends: 1990-2000

April 17, 2002  
Sacramento



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# Contents

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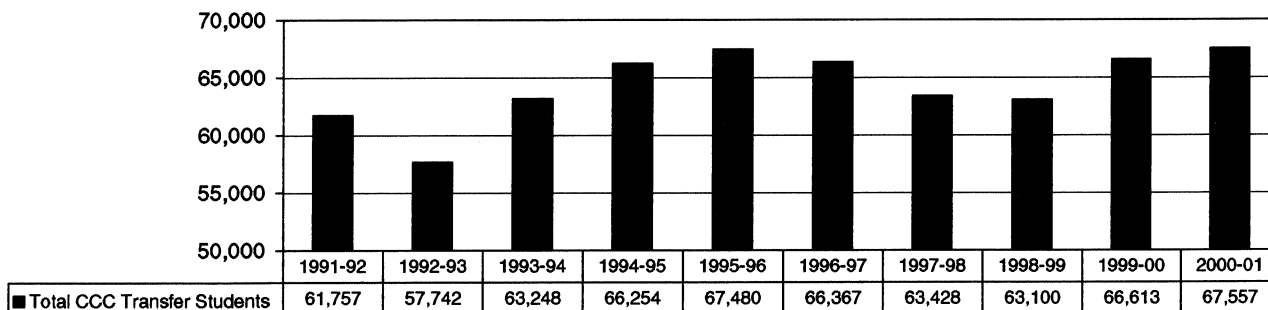
<i>Page</i>	<i>Section</i>
3	Total Number of California Community College Transfers, Full Year 1991-2001
5	California Community College Transfers in the Most Recent Academic Year (2000-01) and Progress Toward Transfer Goals
7	Change in the Diversity of California Community College Students
11	California Community College Transfer Students vs. First-time Freshmen as a Proportion of New Students
13	Baccalaureate Degrees Awarded to Transfer Students
	 <b>Appendix A</b> – Flow of Transfer Students by California Community College Campus
	 <b>Appendix B</b> – CCC Transfer Students to Fifty-seven (57) AICCU Institutions
	 <b>Appendix C</b> – Segmental Definitions of Transfer Students
	 <b>Appendix D</b> – Definitions and Explanations of Commonly-used Transfer Terms
	 <b>Appendix E</b> – Reports of the California Postsecondary Education Commission on Transfer and Major Findings of Selected Commission Reports on Student Transfer



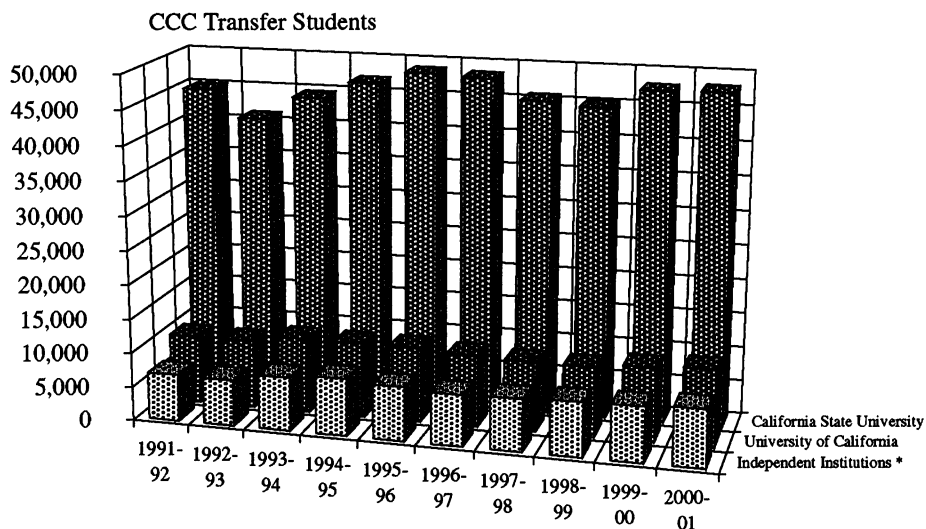


# Total Number of California Community College Transfers, Full Year, 1991-92 to 2000-01

Total CCC Transfer Students, 1991-92 to 2000-01



California Community College Transfer Students by Segment  
Full-Year 1991-92 through 2000-01



Full Year	Total CCC Transfer Students	Transfers To			Percentage Distribution		
		California State University	University of California	Independent Institutions *	California State University	University of California	Independent Institutions *
1991-92	61,757	44,898	9,972	6,887	72.7	16.1	11.2
1992-93	57,742	40,976	9,993	6,773	71.0	17.3	11.7
1993-94	63,248	44,420	10,940	7,888	70.2	17.3	12.5
1994-95	66,254	46,912	10,929	8,413	70.8	16.5	12.7
1995-96	67,480	48,688	10,886	7,906	72.2	16.1	11.7
1996-97	66,367	48,349	10,492	7,526	72.9	15.8	11.3
1997-98	63,428	45,545	10,210	7,673	71.8	16.1	12.1
1998-99	63,100	44,989	10,161	7,950	71.3	16.1	12.6
1999-00	66,613	47,706	10,827	8,080	71.6	16.3	12.1
2000-01	67,557	47,900	11,215	8,442	70.9	16.6	12.5

Note: Full-year data is not available for the Independent institutions. Fall figures are provided.

\* A variable number of Independent institutions have reported each year. Data for this segment includes revised figures based on individual institution verification, both for current and prior years.



# California Community College Transfers in the Most Recent Academic Year (2000-01) and Progress toward Transfer Goals

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## **CCC PFE transfer goals: increase transfers to:**

UC   to 64,200 (1998-99 to 2005-06);  
 CSU   to 14,500 (1998-99 to 2005-06);  
 AICCU   to 13,800 (1998-99 to 2005-06).

## **CCC Transfer MOU goals:**

**at UC:** 6% annual increase in UC transfer-eligible students (2000-01 to 2005-06)  
**at CSU:** 5% annual increase in upper-division transfers (2000-01 to 2005-06)  
**at AICCU:** increase transfer students from 10,000 to 15,000 (2001-02 to 2005-06)

## **Progress in the most recent year:**

	California State University	University of California	Independent Institutions
Fall 1999	30,447	8,696	8,080
Fall 2000	30,177	9,233	8,442
Change	-270	537	362
% Change	-0.9	6.2	4.5
Note: MOU and PFE Transfer Goals are for Full-Year Transfers only			

	California State University*	University of California	Independent Institutions
Full Year 1999-00	39,993	10,827	
Full Year 2000-01	43,169	11,215	
Change	3,176	388	
% Change	7.9	3.6	
MOU Goal	5.0	6.0	1,000

\* CSU PFE and MOU transfer goals and figures shown here represent upper-division transfers only.

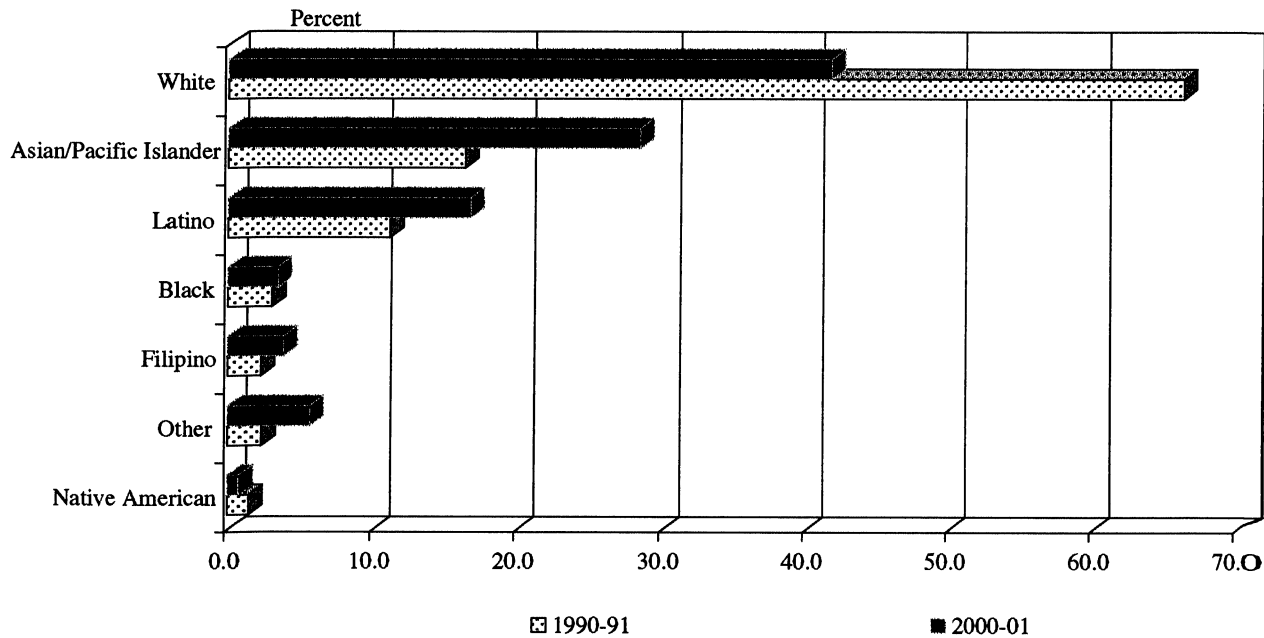


# Change in the Diversity of California Community College Transfer Students

STUDENT PROFILE 4-8 (A)  
(formerly 4-9D)

SECTION 4 - TRANSFER STUDENTS

Change in Share of California Community College Transfer Students by Ethnicity  
to the University of California, 1990-91 to 2000-01



Full-Year	Total Transfer Students	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1990-91	10,032	16.3	2.9	2.1	11.1	1.3	--	66.3	9,526
1991-92	9,972	16.7	3.1	2.1	12.6	1.5	--	64.0	9,347
1992-93	9,993	18.5	2.9	2.5	13.0	1.3	--	61.8	9,301
1993-94	10,940	22.3	3.0	2.8	13.0	1.0	--	57.8	10,253
1994-95	10,929	24.9	3.5	2.9	13.9	1.2	--	53.6	10,475
1995-96	10,886	26.7	3.7	3.0	14.5	1.3	3.8	47.1	10,380
1996-97	10,492	28.8	3.2	3.3	14.4	1.2	2.2	46.9	9,947
1997-98	10,210	29.2	3.1	3.5	13.5	1.1	2.9	46.7	9,600
1998-99	10,161	27.7	2.7	3.4	15.2	1.1	3.4	46.6	8,588
1999-00	10,827	30.4	3.0	3.4	15.6	1.0	3.3	43.4	9,971
2000-01	11,215	28.4	3.3	3.7	16.7	0.7	5.6	41.7	10,387
Percent Change	11.8	74.1	15.4	73.8	50.9	-48.7	46.3	-37.1	9.0

Note: 1995-96 and 1996-97 Total Transfer Students includes data reported in the Other category. These data are reflected in the Total, Declared Ethnicity column for those years and have been added to the graphic display.

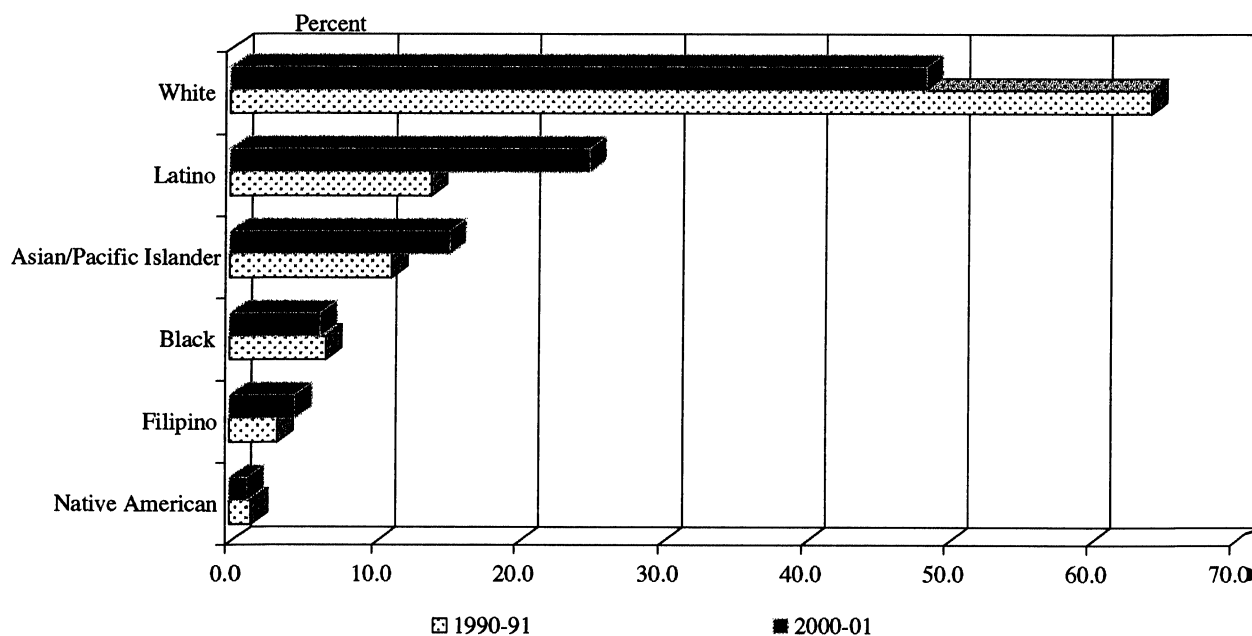


## Change in the Diversity of California Community College Transfer Students

STUDENT PROFILE 4-8 (B)  
(formerly 4-14D)

SECTION 4 - TRANSFER STUDENTS

**Change in Share of California Community College Transfer Students by Ethnicity  
to the California State University, 1990-91 to 2000-01**



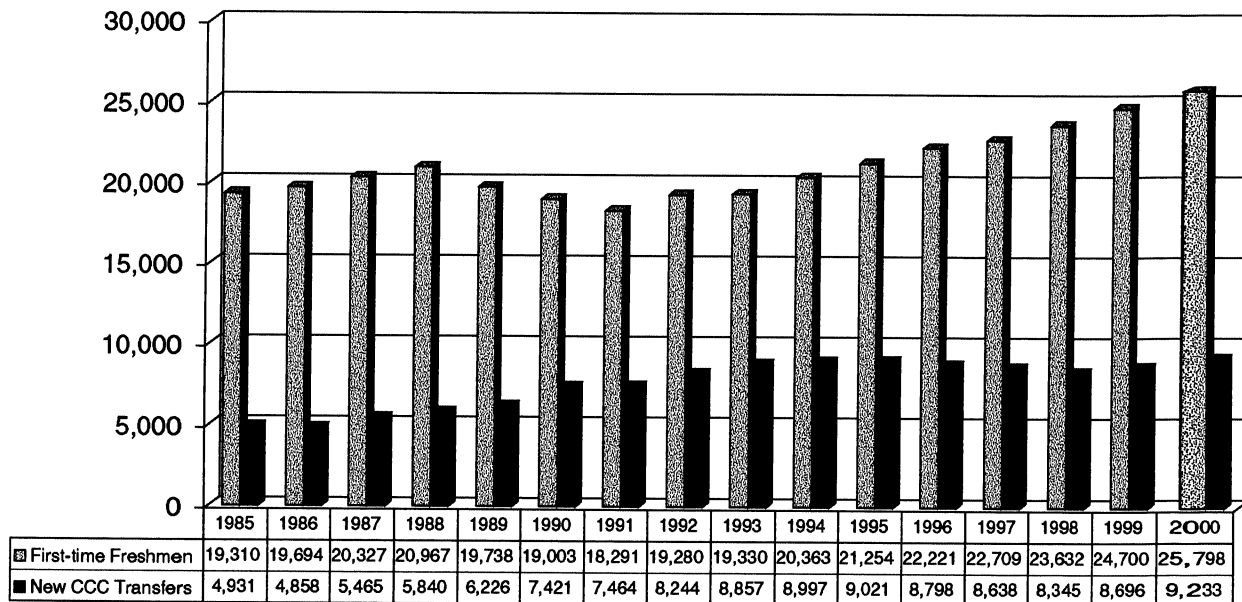
Full-Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1990-91	46,678	11.0	6.4	3.1	13.8	1.4	--	64.2	41,212
1991-92	44,900	11.0	6.4	3.1	13.8	1.4	--	64.2	39,150
1992-93	40,981	11.4	6.3	3.2	15.2	1.4	--	62.5	35,202
1993-94	44,420	12.5	6.4	3.4	16.4	1.4	--	59.8	37,701
1994-95	46,912	14.4	6.5	3.8	18.0	1.5	--	55.9	39,983
1995-96	48,688	12.5	6.4	3.4	16.4	1.4	--	59.8	41,144
1996-97	48,349	15.9	6.9	4.5	20.3	1.6	--	50.9	40,295
1997-98	45,546	16.8	6.5	4.3	22.4	1.5	--	48.5	37,784
1998-99	44,989	16.8	5.7	4.6	22.1	1.3	--	49.5	37,097
1999-00	47,706	11.0	6.4	3.1	13.8	1.4	--	64.2	38,865
2000-01	47,900	15.1	6.1	4.4	24.9	1.1	--	48.4	38,559
Percent Change	2.6	37.0	-5.8	39.0	80.3	-17.1	--	-24.6	-6.4



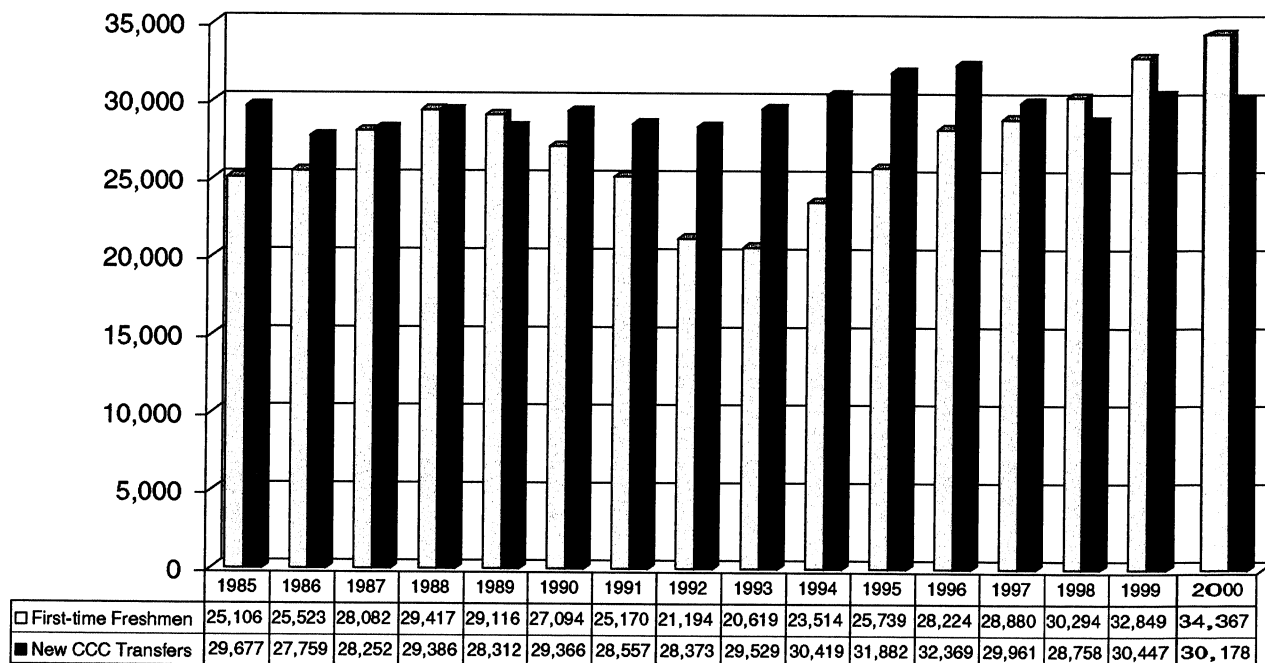


# California Community College Transfer Students vs. First-Time Freshmen as a Proportion of New Students

First-time Freshmen and New CCC Transfers to the University of California,  
Fall 1985 to Fall 2000



First-time Freshmen and New CCC Transfers to the California State  
University, Fall 1985 to Fall 2000





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## Appendix A

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***Flow of Transfer Students from California Community College Districts and Colleges  
to the University of California, the California State University  
and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

Number of Transfers to:							Number of Transfers to:						
District, College, Year	University of California		The California State University		Independent Institutions		District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges		Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Allan Hancock Joint Community College District							Cabrillo Community College District						
Allan Hancock College							Cabrillo College						
1991-92	18	32	158	272	13	7	1991-92	233	342	238	355	29	14
1992-93	37	51	186	284	17	8	1992-93	277	371	317	384	22	9
1993-94	27	38	165	269	15	7	1993-94	250	318	335	423	44	15
1994-95	26	39	150	262	11	7	1994-95	190	252	275	389	44	13
1995-96	37	53	171	282	15	5	1995-96	192	268	305	455	34	11
1996-97	41	51	163	284	16	7	1996-97	206	263	277	386	28	11
1997-98	44	58	155	268	23	10	1997-98	206	286	233	323	32	11
1998-99	51	71	130	245	20	11	1998-99	159	241	258	362	28	11
1999-00	50	60	172	282	17	7	1999-00	171	241	236	353	32	11
2000-01	51	65	186	300	27	15	2000-01	191	256	222	350	34	17
Antelope Valley Community College District							Cerritos Community College District						
Antelope Valley College							Cerritos College						
1991-92	36	44	152	228	17	8	1991-92	63	83	423	691	67	13
1992-93	34	41	170	219	19	7	1992-93	71	82	423	653	60	12
1993-94	35	41	167	241	13	8	1993-94	77	93	385	636	74	7
1994-95	56	68	173	259	20	9	1994-95	79	94	417	652	47	14
1995-96	44	49	179	250	21	10	1995-96	96	112	424	667	59	14
1996-97	53	63	176	237	23	9	1996-97	94	113	511	724	67	9
1997-98	42	52	190	255	23	10	1997-98	81	93	434	639	53	8
1998-99	52	64	152	290	26	9	1998-99	60	73	361	592	93	17
1999-00	37	45	234	374	26	16	1999-00	69	79	414	688	60	13
2000-01	55	64	269	430	26	12	2000-01	80	101	423	681	83	17
Barstow Community College District							Chaffey Community College District						
Barstow College							Chaffey College						
1991-92	8	8	24	30	4	3	1991-92	47	62	296	509	37	16
1992-93	7	8	15	20	5	4	1992-93	53	64	331	505	74	12
1993-94	5	5	14	18	2	1	1993-94	55	69	330	532	46	10
1994-95	4	4	19	30	2	1	1994-95	64	79	372	584	62	11
1995-96	4	6	11	16	3	2	1995-96	61	85	366	557	46	9
1996-97	10	10	16	26	2	2	1996-97	54	61	317	526	42	9
1997-98	4	6	17	28	4	2	1997-98	55	64	363	593	31	9
1998-99	9	9	27	33	7	2	1998-99	63	74	342	551	54	14
1999-00	3	3	22	32	7	3	1999-00	67	86	347	590	70	20
2000-01	5	5	35	47	6	4	2000-01	77	94	414	674	107	16
Butte Community College District							Citrus Community College District						
Butte College							Citrus College						
1991-92	14	16	458	691	13	6	1991-92	37	45	212	370	60	17
1992-93	17	21	337	530	21	8	1992-93	37	43	229	336	68	9
1993-94	19	21	355	571	19	7	1993-94	49	56	262	405	71	10
1994-95	18	22	369	568	18	7	1994-95	42	54	264	452	82	12
1995-96	19	22	383	608	15	7	1995-96	54	64	260	439	38	12
1996-97	27	27	431	673	8	7	1996-97	39	50	277	441	77	9
1997-98	24	26	418	638	14	8	1997-98	35	43	245	404	26	9
1998-99	22	23	424	604	17	7	1998-99	24	32	254	426	55	21
1999-00	22	26	457	740	16	6	1999-00	43	56	320	531	54	18
2000-01	20	22	466	756	31	10	2000-01	50	59	282	517	95	18

***Flow of Transfer Students from California Community College Districts and Colleges  
to the University of California, the California State University  
and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

Number of Transfers to:							Number of Transfers to:						
District, College, Year	University of California		The California State University		Independent Institutions		District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges		Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Desert Community College District							College of the Sequoias Community College District						
College of the Desert							College of the Sequoias						
1991-92	32	36	138	199	33	11	1991-92	37	48	322	458	46	14
1992-93	46	51	114	165	33	6	1992-93	31	41	279	369	27	11
1993-94	37	42	167	239	29	9	1993-94	44	46	273	390	22	4
1994-95	53	65	135	217	41	10	1994-95	28	31	286	398	25	9
1995-96	57	64	155	230	42	10	1995-96	40	44	339	469	36	8
1996-97	58	68	145	242	41	10	1996-97	32	37	312	452	39	10
1997-98	48	58	168	267	37	10	1997-98	28	30	304	432	36	8
1998-99	38	52	164	253	49	13	1998-99	31	36	324	475	34	15
1999-00	45	60	161	261	57	12	1999-00	44	46	373	519	68	13
2000-01	50	68	152	238	51	12	2000-01	35	40	328	494	58	11
Coast Community College District							Compton Community College District						
Coastline Community College							Compton Community College						
1991-92	12	12	32	57	30	2	1991-92	5	5	69	95	8	3
1992-93	14	14	43	59	40	6	1992-93	1	2	57	89	14	3
1993-94	19	19	40	65	30	2	1993-94	1	1	63	95	10	4
1994-95	15	16	54	93	40	6	1994-95	1	2	76	121	12	4
1995-96	11	11	51	86	42	6	1995-96	2	4	78	107	13	5
1996-97	9	11	48	76	40	8	1996-97	4	4	102	127	19	4
1997-98	11	12	54	88	58	6	1997-98	1	1	107	144	16	4
1998-99	5	5	48	77	60	9	1998-99	1	1	48	85	24	6
1999-00	7	8	46	72	57	8	1999-00	3	4	75	122	22	3
2000-01	3	4	54	80	64	6	2000-01	2	4	69	101	27	5
							Contra Costa Community College District						
Golden West College							Contra Costa College						
1991-92	70	96	342	564	50	9	1991-92	33	62	96	161	15	5
1992-93	83	97	368	548	78	11	1992-93	43	44	89	161	10	5
1993-94	107	119	384	573	70	10	1993-94	43	58	153	228	23	10
1994-95	123	139	479	708	63	11	1994-95	41	46	137	201	18	7
1995-96	107	119	399	618	77	11	1995-96	45	48	123	193	9	5
1996-97	89	104	489	690	46	9	1996-97	58	65	161	240	18	6
1997-98	69	81	384	560	60	10	1997-98	52	53	126	202	10	5
1998-99	69	77	407	593	93	15	1998-99	45	49	120	188	15	7
1999-00	65	72	346	528	65	17	1999-00	42	47	144	211	15	8
2000-01	64	81	336	506	92	18	2000-01	37	41	133	219	18	9
Orange Coast College							Diablo Valley College						
1991-92	324	445	770	1,192	167	21	1991-92	310	464	673	1,110	107	20
1992-93	307	365	738	1,101	158	17	1992-93	381	448	762	1,078	112	17
1993-94	419	493	751	1,115	192	22	1993-94	420	523	753	1,169	141	18
1994-95	410	474	797	1,228	141	15	1994-95	412	465	818	1,248	127	20
1995-96	373	431	722	1,129	150	17	1995-96	383	436	819	1,296	50	14
1996-97	366	412	776	1,153	109	15	1996-97	401	453	686	1,106	51	12
1997-98	336	383	680	1,031	153	17	1997-98	383	435	645	1,027	46	12
1998-99	300	351	752	1,104	190	21	1998-99	417	470	681	1,033	62	15
1999-00	275	339	760	1,142	133	21	1999-00	431	489	688	1,076	63	21
2000-01	332	411	772	1,187	222	23	2000-01	487	547	698	1,057	137	22

***Flow of Transfer Students from California Community College Districts and Colleges  
to the University of California, the California State University  
and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

Number of Transfers to:							Number of Transfers to:						
District, College, Year	University of California		The California State University		Independent Institutions		District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges		Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Contra Costa Community College District							Foothill-De Anza Community College District						
Los Medanos College							Foothill College						
1991-92	12	17	65	111	14	8	1991-92	136	176	282	425	79	19
1992-93	16	22	71	108	23	8	1992-93	140	164	246	325	82	13
1993-94	15	19	94	134	12	6	1993-94	126	155	295	406	116	12
1994-95	25	27	101	151	24	10	1994-95	155	178	294	426	91	17
1995-96	27	27	99	161	7	4	1995-96	155	186	283	406	34	9
1996-97	18	22	123	192	10	5	1996-97	157	178	299	424	99	11
1997-98	29	31	112	167	13	5	1997-98	159	181	271	385	60	13
1998-99	21	22	101	154	9	5	1998-99	162	186	246	354	50	14
1999-00	27	29	98	147	11	10	1999-00	156	183	251	366	77	19
2000-01	14	15	96	155	24	11	2000-01	217	246	228	354	103	24
El Camino Community College District							Fremont-Newark Community College District						
El Camino College							Ohlone College						
1991-92	176	214	662	997	123	18	1991-92	43	54	244	395	17	8
1992-93	234	265	619	926	115	14	1992-93	58	59	249	344	23	9
1993-94	220	262	576	935	126	12	1993-94	70	80	282	434	40	14
1994-95	201	243	600	898	89	17	1994-95	63	68	302	453	27	11
1995-96	218	261	616	940	91	19	1995-96	58	66	308	484	14	6
1996-97	212	244	700	980	134	11	1996-97	89	96	304	464	29	12
1997-98	191	224	586	845	108	12	1997-98	80	86	311	472	16	7
1998-99	167	210	508	797	122	16	1998-99	79	85	299	476	16	6
1999-00	188	236	564	855	72	15	1999-00	64	70	286	464	20	9
2000-01	193	246	574	897	144	22	2000-01	101	107	253	446	16	7
Feather River Community College District							Gavilan Joint Community College District						
Feather River College							Gavilan College						
1991-92	0	2	20	28	1	1	1991-92	24	27	107	174	13	4
1992-93	3	4	15	18	0	0	1992-93	23	26	129	149	18	5
1993-94	1	2	12	20	3	2	1993-94	9	15	143	180	13	5
1994-95	3	3	20	30	1	1	1994-95	26	30	129	188	17	7
1995-96	2	2	33	35	7	5	1995-96	18	24	142	194	15	5
1996-97	3	3	22	30	2	2	1996-97	15	17	127	192	9	4
1997-98	6	7	28	46	3	3	1997-98	12	15	136	185	17	4
1998-99	9	9	22	28	2	2	1998-99	23	29	125	175	7	5
1999-00	6	6	27	43	2	2	1999-00	12	16	107	146	14	6
2000-01	3	3	38	46	7	5	2000-01	18	21	99	155	22	6
Foothill-De Anza Community College District							Glendale Community College District						
De Anza College							Glendale Community College						
1991-92	266	346	803	1,175	136	20	1991-92	107	123	370	584	106	15
1992-93	288	337	914	1,093	137	13	1992-93	121	133	311	433	41	14
1993-94	333	405	988	1,299	181	17	1993-94	158	180	316	495	107	14
1994-95	357	408	846	1,173	136	15	1994-95	133	153	337	537	48	11
1995-96	353	402	835	1,179	83	14	1995-96	143	181	350	569	65	17
1996-97	324	379	870	1,263	148	14	1996-97	170	192	425	644	71	9
1997-98	352	394	813	1,122	120	17	1997-98	146	160	336	512	52	12
1998-99	341	396	781	1,167	101	19	1998-99	143	167	292	482	99	13
1999-00	384	436	760	1,171	99	14	1999-00	141	170	325	518	53	14
2000-01	401	461	751	1,142	140	21	2000-01	101	136	347	577	107	18

***Flow of Transfer Students from California Community College Districts and Colleges  
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and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

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Grossmont-Cuyamaca Community College District							Kern Community College District						
Cuyamaca College							Bakersfield College						
1991-92	10	16	54	92	43	6	1991-92	25	35	358	590	17	12
1992-93	11	20	73	110	52	4	1992-93	51	57	437	647	27	10
1993-94	13	14	94	140	52	4	1993-94	35	39	417	617	21	8
1994-95	20	34	121	176	49	4	1994-95	35	37	407	665	28	13
1995-96	13	14	110	169	67	6	1995-96	43	49	492	708	29	11
1996-97	12	17	111	170	71	6	1996-97	36	40	516	734	28	11
1997-98	12	16	93	167	79	7	1997-98	34	37	449	700	23	10
1998-99	14	16	78	142	85	8	1998-99	33	37	382	663	27	15
1999-00	13	18	96	167	93	6	1999-00	52	59	450	729	26	16
2000-01	23	29	107	164	116	8	2000-01	42	51	482	780	69	17
Grossmont College							Cerro Coso Community College						
1991-92	94	142	542	948	222	13	1991-92	6	5	47	66	8	5
1992-93	104	160	505	793	235	14	1992-93	10	11	48	63	5	2
1993-94	100	150	545	861	240	15	1993-94	9	10	51	71	7	3
1994-95	110	150	542	848	215	14	1994-95	11	13	35	54	8	4
1995-96	106	133	531	870	223	13	1995-96	10	10	71	89	9	7
1996-97	73	106	506	867	265	12	1996-97	14	15	44	68	7	3
1997-98	74	108	471	849	263	11	1997-98	11	13	32	49	7	2
1998-99	77	104	460	721	262	14	1998-99	15	16	49	77	7	4
1999-00	68	102	506	815	259	12	1999-00	16	17	49	82	11	4
2000-01	76	102	491	915	363	16	2000-01	11	13	39	53	13	8
Hartnell Community College District							Porterville College						
Hartnell College							Porterville College						
1991-92	33	42	199	274	19	12	1991-92	5	5	63	82	4	3
1992-93	39	45	188	239	10	5	1992-93	1	3	74	90	7	4
1993-94	39	48	204	260	22	6	1993-94	4	6	62	84	5	4
1994-95	43	49	203	255	13	7	1994-95	13	14	63	86	5	4
1995-96	40	45	223	314	11	5	1995-96	12	13	89	112	6	3
1996-97	39	44	251	324	12	7	1996-97	14	18	107	132	5	4
1997-98	49	51	212	294	16	7	1997-98	19	19	115	145	6	5
1998-99	32	36	178	271	12	7	1998-99	10	12	86	122	19	10
1999-00	47	52	225	330	12	6	1999-00	10	10	112	150	10	3
2000-01	51	60	242	343	19	10	2000-01	17	20	85	129	11	5
Imperial Community College District							Lake Tahoe Community College District						
Imperial Valley College							Lake Tahoe Community College						
1991-92	9	11	108	175	16	5	1991-92	12	18	27	37	0	0
1992-93	8	13	123	196	19	5	1992-93	14	14	15	16	1	1
1993-94	19	22	136	213	10	4	1993-94	10	12	18	29	1	1
1994-95	11	11	161	227	20	5	1994-95	14	15	15	19	4	3
1995-96	17	18	141	215	20	8	1995-96	7	7	19	24	2	2
1996-97	18	20	183	273	20	5	1996-97	11	13	26	40	4	4
1997-98	11	14	187	277	55	4	1997-98	15	19	37	46	4	3
1998-99	11	12	143	246	47	5	1998-99	12	13	35	46	1	1
1999-00	8	11	189	279	51	6	1999-00	24	25	54	74	3	2
2000-01	11	14	155	242	29	6	2000-01	21	21	26	43	5	3



***Flow of Transfer Students from California Community College Districts and Colleges  
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Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

District, College, Year	Number of Transfers to:						District, College, Year	Number of Transfers to:					
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Lassen Community College District													
Lassen College							Los Angeles Harbor College						
1991-92	4	4	39	54	6	3	1991-92	38	43	184	288	36	7
1992-93	1	1	39	51	2	1	1992-93	34	37	184	272	29	10
1993-94	7	8	27	32	2	2	1993-94	17	24	159	271	31	6
1994-95	4	4	30	43	4	3	1994-95	27	40	191	306	20	8
1995-96	3	3	26	40	3	3	1995-96	33	40	207	336	18	8
1996-97	3	3	41	50	5	1	1996-97	36	39	209	342	37	10
1997-98	0	0	48	62	4	2	1997-98	24	32	191	288	34	7
1998-99	3	3	35	53	12	7	1998-99	29	34	167	274	39	11
1999-00	4	4	36	54	5	5	1999-00	27	30	192	302	37	13
2000-01	3	3	37	50	11	6	2000-01	25	31	179	274	39	11
Long Beach Community College District													
Long Beach City College							Los Angeles Mission College						
1991-92	83	99	452	689	71	13	1991-92	8	8	45	70	12	6
1992-93	84	99	422	665	73	15	1992-93	11	13	64	89	7	3
1993-94	86	93	406	672	69	12	1993-94	13	14	78	121	12	4
1994-95	85	100	407	672	72	14	1994-95	13	13	79	117	7	2
1995-96	93	102	480	728	51	15	1995-96	10	12	109	169	13	6
1996-97	85	101	494	768	66	11	1996-97	14	17	104	140	20	4
1997-98	80	89	452	641	64	9	1997-98	6	9	98	130	18	5
1998-99	62	69	397	596	87	15	1998-99	9	15	71	108	21	4
1999-00	63	84	414	678	62	13	1999-00	7	9	88	165	15	5
2000-01	59	84	418	676	94	18	2000-01	11	11	95	168	24	7
Los Angeles Community College District													
East Los Angeles College							Los Angeles Pierce College						
1991-92	82	96	314	520	56	12	1991-92	160	189	563	881	69	12
1992-93	56	63	274	459	24	9	1992-93	203	240	508	689	73	11
1993-94	65	79	246	478	65	10	1993-94	195	240	522	769	85	12
1994-95	80	90	305	516	31	12	1994-95	209	260	436	705	46	12
1995-96	77	91	329	523	33	9	1995-96	180	215	580	882	60	16
1996-97	63	79	307	521	54	8	1996-97	170	218	528	707	79	11
1997-98	86	104	357	638	26	7	1997-98	162	200	471	650	52	13
1998-99	82	97	304	552	83	10	1998-99	138	183	382	615	66	11
1999-00	86	98	315	569	31	9	1999-00	152	191	424	664	54	13
2000-01	91	111	350	661	53	11	2000-01	135	182	455	729	91	17
Los Angeles City College													
Los Angeles City College							Los Angeles Southwest College						
1991-92	72	84	294	468	62	10	1991-92	5	5	88	126	13	3
1992-93	70	83	216	382	50	11	1992-93	5	5	61	103	14	4
1993-94	79	92	239	394	78	8	1993-94	2	5	82	141	11	5
1994-95	63	78	238	399	43	8	1994-95	4	4	74	112	12	2
1995-96	67	86	256	417	49	17	1995-96	3	4	93	152	15	6
1996-97	68	81	247	423	72	9	1996-97	7	9	113	152	33	4
1997-98	54	73	317	481	67	13	1997-98	3	4	97	141	22	2
1998-99	45	58	196	369	54	14	1998-99	9	10	79	121	24	7
1999-00	45	69	227	383	51	12	1999-00	3	4	104	164	32	4
2000-01	48	58	245	431	91	16	2000-01	7	8	90	142	54	8

***Flow of Transfer Students from California Community College Districts and Colleges  
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Fall 1991 Through 2000, and  
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Los Angeles Community College District							Los Rios Community College District						
Los Angeles Trade-Technical College							Cosumnes River College						
1991-92	6	7	106	162	24	3	1991-92	45	58	191	306	35	4
1992-93	5	5	88	155	19	4	1992-93	49	62	204	313	49	7
1993-94	3	3	91	167	36	5	1993-94	43	47	209	333	63	10
1994-95	9	9	97	167	21	7	1994-95	63	65	306	463	52	5
1995-96	9	10	119	198	23	9	1995-96	56	67	259	409	50	7
1996-97	12	12	124	205	28	4	1996-97	45	47	298	427	54	9
1997-98	5	8	130	206	21	3	1997-98	46	54	308	452	70	8
1998-99	10	11	124	206	30	7	1998-99	49	52	294	457	71	11
1999-00	11	13	127	217	30	5	1999-00	61	73	308	474	59	12
2000-01	7	8	132	236	42	9	2000-01	59	65	341	528	83	10
Los Angeles Valley College							Sacramento City College						
1991-92	104	138	405	723	69	16	1991-92	148	201	590	895	70	12
1992-93	148	170	389	574	69	12	1992-93	153	197	529	812	82	11
1993-94	138	185	405	636	86	8	1993-94	132	168	540	854	62	9
1994-95	129	164	392	643	54	11	1994-95	151	168	603	918	90	12
1995-96	123	169	466	717	48	12	1995-96	156	168	566	872	59	9
1996-97	113	147	492	680	90	9	1996-97	162	176	555	796	85	10
1997-98	105	133	440	601	57	11	1997-98	176	181	487	776	92	12
1998-99	117	146	423	652	103	15	1998-99	165	175	525	809	106	14
1999-00	100	129	408	679	52	9	1999-00	168	216	530	783	72	12
2000-01	100	141	398	633	86	14	2000-01	190	198	458	709	99	14
							Marin Community College District						
West Los Angeles College							College of Marin						
1991-92	21	30	134	200	58	11	1991-92	108	168	173	280	8	5
1992-93	33	41	136	205	33	5	1992-93	98	116	149	222	25	3
1993-94	33	39	136	219	45	7	1993-94	111	148	180	268	52	10
1994-95	38	45	127	227	42	9	1994-95	104	108	169	250	28	13
1995-96	25	39	148	226	31	9	1995-96	115	137	162	241	20	7
1996-97	20	22	149	239	41	7	1996-97	100	119	165	229	50	10
1997-98	26	32	159	251	44	6	1997-98	105	123	108	169	102	8
1998-99	22	30	133	215	56	9	1998-99	85	98	138	212	54	13
1999-00	25	30	128	213	39	8	1999-00	91	113	149	207	80	10
2000-01	22	28	126	204	44	9	2000-01	91	100	112	170	80	16
Los Rios Community College District													
American River College							Indian Valley College (Closed 1985)						
1991-92	186	242	770	1,159	99	14	1991-92						
1992-93	197	246	733	1,109	101	14	1992-93						
1993-94	173	202	791	1,162	124	11	1993-94						
1994-95	181	188	751	1,104	90	8	1994-95						
1995-96	176	192	659	1,039	77	9	1995-96						
1996-97	204	211	681	1,023	105	11	1996-97						
1997-98	184	192	630	991	122	14	1997-98						
1998-99	159	170	640	949	98	15	1998-99				1		
1999-00	174	219	604	974	93	15	1999-00				1		
2000-01	170	181	677	1,034	140	16	2000-01						

***Flow of Transfer Students from California Community College Districts and Colleges  
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Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

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Mendocino-Lake Community College District							Mt. San Antonio Community College District						
Mendocino College							Mt. San Antonio College						
1991-92	3	3	50	68	4	3	1991-92	100	133	481	926	94	16
1992-93	8	12	49	60	5	4	1992-93	114	133	534	799	86	19
1993-94	13	13	59	74	3	3	1993-94	115	142	622	1,000	96	14
1994-95	7	8	57	77	5	4	1994-95	137	168	561	1,011	112	18
1995-96	9	11	68	94	4	4	1995-96	156	187	616	1,046	70	22
1996-97	12	13	83	112	9	8	1996-97	161	189	671	1,075	108	12
1997-98	9	10	66	108	6	3	1997-98	184	214	612	987	51	19
1998-99	7	9	78	115	1	1	1998-99	172	214	599	1,014	102	20
1999-00	12	14	87	111	3	3	1999-00	185	236	623	1,076	94	20
2000-01	7	7	69	97	7	6	2000-01	190	235	607	1,118	168	18
Merced Community College District							Mt. San Jacinto Community College District						
Merced College							Mt. San Jacinto College						
1991-92	23	28	242	318	16	6	1991-92	20	26	55	93	24	9
1992-93	19	22	230	320	15	5	1992-93	7	13	72	97	20	7
1993-94	28	31	265	381	14	7	1993-94	34	53	87	139	17	6
1994-95	26	29	270	379	16	8	1994-95	51	69	108	151	28	6
1995-96	23	29	305	419	14	6	1995-96	46	56	109	157	30	6
1996-97	28	30	266	375	15	6	1996-97	39	49	108	155	38	10
1997-98	41	44	268	380	13	5	1997-98	34	46	124	182	36	7
1998-99	27	31	248	354	18	6	1998-99	50	60	117	191	63	16
1999-00	18	20	237	373	27	10	1999-00	55	82	123	186	53	12
2000-01	23	25	255	365	21	4	2000-01	60	72	129	207	45	11
Mira Costa Community College District							Napa Valley Community College District						
Mira Costa College							Napa Valley College						
1991-92	64	86	202	303	75	10	1991-92	37	43	118	165	13	5
1992-93	87	123	181	268	82	12	1992-93	36	42	141	171	26	9
1993-94	96	127	212	321	79	8	1993-94	35	36	147	193	19	8
1994-95	96	131	217	359	84	8	1994-95	60	64	154	220	11	7
1995-96	86	115	286	454	90	10	1995-96	55	60	174	236	9	4
1996-97	92	119	282	450	102	11	1996-97	44	46	143	211	14	7
1997-98	69	96	227	378	95	8	1997-98	48	51	166	227	9	5
1998-99	72	103	213	353	104	13	1998-99	44	51	170	254	20	11
1999-00	71	90	222	344	82	12	1999-00	45	53	128	203	22	8
2000-01	83	107	214	333	128	12	2000-01	51	52	157	223	20	11
Monterey Peninsula Community College District							North Orange County Community College District						
Monterey Peninsula College							Cypress College						
1991-92	53	74	158	227	25	7	1991-92	48	67	364	604	51	11
1992-93	54	72	143	183	19	6	1992-93	60	74	330	534	69	10
1993-94	47	67	136	206	33	13	1993-94	70	92	342	545	54	9
1994-95	63	67	151	219	18	6	1994-95	86	103	354	573	67	13
1995-96	54	61	170	240	12	6	1995-96	108	118	397	614	69	15
1996-97	49	65	131	204	19	11	1996-97	86	99	402	609	53	11
1997-98	68	76	127	199	13	5	1997-98	76	85	403	595	56	11
1998-99	57	70	171	245	21	9	1998-99	57	66	394	606	77	14
1999-00	59	68	158	237	19	6	1999-00	64	81	398	639	52	15
2000-01	67	73	154	229	17	9	2000-01	64	87	377	624	89	14

***Flow of Transfer Students from California Community College Districts and Colleges  
to the University of California, the California State University  
and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

Number of Transfers to:							Number of Transfers to:						
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North Orange County Community College District							Peralta Community College District						
Fullerton College							College of Alameda						
1991-92	80	124	619	1,025	85	15	1991-92	55	74	125	230	12	6
1992-93	94	111	708	1,050	96	13	1992-93	43	47	149	236	12	5
1993-94	130	156	644	1,040	116	14	1993-94	64	84	130	231	25	9
1994-95	128	152	664	1,075	105	14	1994-95	45	57	154	257	28	8
1995-96	158	178	599	986	101	17	1995-96	48	56	173	288	8	4
1996-97	116	134	661	1,015	79	10	1996-97	61	67	163	224	9	5
1997-98	88	103	630	962	77	13	1997-98	45	48	133	175	6	5
1998-99	96	117	664	1,084	110	12	1998-99	53	57	114	182	8	5
1999-00	103	126	695	1,096	72	16	1999-00	51	57	90	152	17	7
2000-01	108	140	654	1,057	120	21	2000-01	38	39	102	164	15	9
Palo Verde Community College District													
Palo Verde College							Laney College						
1991-92	1	1	3	3	25	6	1991-92	88	141	108	198	35	12
1992-93	1	1	12	13	0	0	1992-93	86	93	129	194	16	5
1993-94	1	1	4	4	16	5	1993-94	81	115	122	215	48	10
1994-95	3	3	2	4	2	2	1994-95	102	125	162	267	45	11
1995-96	1	1	5	5	24	6	1995-96	131	147	163	289	8	5
1996-97	1	3	10	13	3	1	1996-97	116	139	196	303	18	7
1997-98	1	3	3	4	0	0	1997-98	128	141	171	266	17	8
1998-99	1	3	5	6	12	4	1998-99	103	122	160	264	27	12
1999-00	5	6	2	5	1	1	1999-00	109	135	174	287	23	9
2000-01	1	1	7	8	5	3	2000-01	115	129	186	303	23	9
Palomar Community College District													
Palomar College							Merritt College						
1991-92	130	174	489	743	160	14	1991-92	40	61	88	142	20	9
1992-93	123	179	538	754	176	14	1992-93	43	44	71	111	17	8
1993-94	174	213	539	806	153	12	1993-94	36	48	71	121	28	9
1994-95	133	175	624	946	163	15	1994-95	34	38	85	137	18	7
1995-96	143	178	659	978	166	15	1995-96	32	38	103	146	3	3
1996-97	136	172	676	1,030	205	17	1996-97	37	45	78	117	7	4
1997-98	110	138	565	920	186	16	1997-98	32	36	82	119	12	6
1998-99	109	137	541	873	208	21	1998-99	40	46	56	102	13	6
1999-00	136	173	567	900	216	17	1999-00	32	34	60	98	10	6
2000-01	127	162	525	849	263	20	2000-01	27	31	62	111	12	8
Pasadena Area Community College District													
Pasadena City College							Vista College						
1991-92	206	240	611	1,011	190	20	1991-92	8	11	25	40	1	1
1992-93	218	249	528	819	76	18	1992-93	7	9	10	19	1	1
1993-94	227	273	602	994	172	20	1993-94	16	17	18	38	12	5
1994-95	238	277	544	937	87	19	1994-95	19	22	12	34	11	6
1995-96	268	302	649	1,031	83	20	1995-96	28	36	27	41	1	1
1996-97	238	277	658	1,009	169	16	1996-97	19	24	28	49	4	1
1997-98	207	241	629	1,013	68	14	1997-98	31	40	24	50	4	4
1998-99	194	253	564	951	192	24	1998-99	29	35	33	64	6	4
1999-00	259	325	568	1,017	112	24	1999-00	29	34	41	68	7	5
2000-01	291	351	582	992	200	25	2000-01	32	43	37	63	8	6

***Flow of Transfer Students from California Community College Districts and Colleges  
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and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

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Rancho Santiago Community College District							South Orange County (formerly Saddleback) Community College District						
Santa Ana College (formerly Rancho Santiago) incl. Santiago Canyon							Irvine Valley College						
1991-92	53	69	335	525	65	8	1991-92	72	123	104	162	16	5
1992-93	79	95	349	529	89	10	1992-93	103	114	151	213	21	7
1993-94	76	95	366	588	90	7	1993-94	148	167	153	238	23	7
1994-95	94	116	431	655	96	9	1994-95	135	162	175	295	51	10
1995-96	95	120	493	758	113	13	1995-96	132	163	204	313	52	8
1996-97	122	135	494	754	71	10	1996-97	138	156	219	331	40	9
1997-98	106	108	431	641	98	7	1997-98	146	159	205	330	63	12
1998-99	90	109	426	802	111	10	1998-99	144	174	236	352	76	16
1999-00	94	114	534	791	64	11	1999-00	155	180	249	391	54	14
2000-01	104	126	504	748	103	13	2000-01	169	205	245	400	71	15
Redwoods Community College District							Saddleback College						
College of the Redwoods							Saddleback College						
1991-92	14	19	208	318	5	5	1991-92	190	264	485	749	89	18
1992-93	23	26	235	292	12	4	1992-93	200	239	495	730	126	13
1993-94	28	37	236	292	14	5	1993-94	185	210	446	690	110	11
1994-95	12	16	246	366	13	7	1994-95	196	229	476	739	110	15
1995-96	20	21	216	333	11	8	1995-96	184	219	517	745	126	21
1996-97	18	23	261	349	15	6	1996-97	205	233	491	738	99	15
1997-98	21	21	285	396	12	9	1997-98	177	203	435	638	101	18
1998-99	15	17	296	412	26	4	1998-99	185	215	452	671	137	22
1999-00	11	16	249	345	4	3	1999-00	181	220	451	671	94	22
2000-01	20	24	228	352	21	9	2000-01	199	242	452	735	185	22
Rio Hondo Community College District							San Bernardino Community College District						
Rio Hondo College							Crafton Hills College						
1991-92	29	38	206	339	27	9	1991-92	22	28	109	166	21	7
1992-93	23	26	180	282	26	8	1992-93	26	31	126	181	45	7
1993-94	29	36	196	319	41	7	1993-94	15	20	114	168	11	7
1994-95	41	47	201	339	38	10	1994-95	30	41	101	169	45	6
1995-96	52	63	255	399	31	12	1995-96	28	35	143	195	49	7
1996-97	32	40	232	407	52	7	1996-97	30	33	154	218	37	7
1997-98	38	44	238	386	32	12	1997-98	27	38	138	223	30	6
1998-99	42	53	242	402	62	13	1998-99	35	41	141	208	47	6
1999-00	41	49	262	443	42	11	1999-00	32	45	158	237	60	9
2000-01	38	56	255	436	68	14	2000-01	33	38	125	196	51	11
Riverside Community College District							San Bernardino Valley College						
Riverside Community College							San Bernardino Valley College						
1991-92	150	167	451	669	59	15	1991-92	30	33	228	330	31	12
1992-93	160	179	466	634	84	14	1992-93	21	23	233	373	48	6
1993-94	170	208	492	666	49	11	1993-94	41	50	222	325	17	6
1994-95	199	249	455	716	84	11	1994-95	35	41	228	349	49	5
1995-96	184	230	497	744	121	13	1995-96	36	46	277	391	56	8
1996-97	161	207	448	693	63	14	1996-97	45	52	281	406	29	6
1997-98	161	218	444	687	84	10	1997-98	28	39	248	370	38	6
1998-99	182	244	436	668	146	16	1998-99	44	49	238	351	74	10
1999-00	153	211	481	776	133	15	1999-00	34	44	253	395	56	8
2000-01	196	269	502	787	144	15	2000-01	39	41	272	408	54	10

***Flow of Transfer Students from California Community College Districts and Colleges  
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Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

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San Diego Community College District							San Joaquin Delta Community College District						
San Diego City College							San Joaquin Delta College						
1991-92	64	83	269	409	86	13	1991-92	93	102	495	725	191	15
1992-93	81	103	236	357	118	6	1992-93	83	101	508	698	241	13
1993-94	49	66	241	355	89	5	1993-94	81	94	485	686	216	10
1994-95	67	103	256	377	133	11	1994-95	80	86	463	694	157	14
1995-96	56	84	245	320	112	7	1995-96	71	79	528	793	148	12
1996-97	48	66	120	276	122	11	1996-97	94	97	564	812	161	11
1997-98	47	69	188	359	148	10	1997-98	65	68	542	788	196	10
1998-99	31	59	162	272	147	10	1998-99	64	71	526	769	187	8
1999-00	47	67	186	306	150	13	1999-00	80	89	510	798	174	17
2000-01	54	78	204	387	159	9	2000-01	88	96	594	842	164	16
San Diego Mesa College							San Jose Community College District						
Evergreen Valley College													
1991-92	248	381	654	1,055	191	15	1991-92	10	18	208	322	28	9
1992-93	241	340	512	803	208	12	1992-93	17	18	210	233	26	5
1993-94	297	410	498	754	168	8	1993-94	34	39	278	384	37	10
1994-95	264	382	583	873	165	11	1994-95	28	34	256	371	31	6
1995-96	215	309	538	911	184	12	1995-96	19	22	225	326	27	4
1996-97	202	324	622	972	184	11	1996-97	19	23	250	391	29	4
1997-98	230	357	449	810	257	15	1997-98	17	22	232	335	27	4
1998-99	152	269	372	603	203	10	1998-99	18	23	229	336	20	3
1999-00	194	320	378	618	242	16	1999-00	19	23	214	317	22	6
2000-01	189	300	397	866	226	13	2000-01	23	25	171	291	34	7
San Diego Miramar College							San Jose City College						
1991-92	16	21	65	115	41	5	1991-92	18	24	175	299	28	5
1992-93	20	28	95	121	41	6	1992-93	17	20	174	216	51	8
1993-94	32	38	87	155	38	4	1993-94	22	23	188	264	46	6
1994-95	27	41	146	236	26	3	1994-95	18	21	160	256	42	8
1995-96	25	37	180	256	41	5	1995-96	27	29	175	254	35	4
1996-97	27	45	147	279	47	6	1996-97	34	36	215	297	37	5
1997-98	32	42	147	267	57	2	1997-98	36	36	200	296	31	6
1998-99	13	21	126	292	47	5	1998-99	16	20	186	265	28	5
1999-00	19	27	208	333	67	7	1999-00	25	26	155	234	31	6
2000-01	18	30	194	139	90	6	2000-01	21	22	148	214	39	9
San Francisco Community College District							San Luis Obispo County Community College District						
City College of San Francisco							Cuesta College						
1991-92	139	227	670	1,118	89	14	1991-92	31	45	369	759	24	12
1992-93	160	192	678	1,094	61	11	1992-93	49	57	345	595	25	10
1993-94	213	269	721	1,132	143	13	1993-94	59	66	419	681	26	12
1994-95	210	255	872	1,327	91	12	1994-95	36	48	356	735	17	9
1995-96	210	251	843	1,302	44	6	1995-96	36	48	384	739	14	9
1996-97	204	239	798	1,231	48	9	1996-97	40	50	401	655	28	9
1997-98	219	241	613	996	47	6	1997-98	36	44	373	681	24	13
1998-99	213	246	672	1,056	59	15	1998-99		47	359	742	38	19
1999-00	230	279	707	1,092	104	13	1999-00	55	64	442	808	25	13
2000-01	238	264	691	1,090	95	16	2000-01	48	54	395	755	38	20

***Flow of Transfer Students from California Community College Districts and Colleges  
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Fall 1991 Through 2000, and  
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San Mateo County Community College District							Santa Clarita Community College District						
Canada College							College of the Canyons						
1991-92	25	29	97	163	31	10	1991-92	36	49	191	298	28	12
1992-93	28	30	98	154	30	8	1992-93	48	57	186	253	24	7
1993-94	27	32	113	151	41	7	1993-94	54	64	196	280	19	6
1994-95	28	34	106	157	20	7	1994-95	55	64	162	267	18	7
1995-96	34	37	105	174	12	5	1995-96	62	72	225	343	23	7
1996-97	24	28	124	177	37	8	1996-97	43	57	243	319	37	11
1997-98	38	42	93	144	33	8	1997-98	43	54	245	334	16	5
1998-99	22	26	102	145	37	11	1998-99	51	66	216	336	50	16
1999-00	19	21	83	129	46	9	1999-00	69	82	224	363	27	11
2000-01	9	12	53	85	30	8	2000-01	81	96	273	423	78	21
College of San Mateo							Santa Monica Community College District						
							Santa Monica College						
1991-92	128	160	363	568	76	13	1991-92	432	560	478	781	153	21
1992-93	111	127	380	559	68	8	1992-93	499	599	511	743	119	12
1993-94	129	163	378	557	119	15	1993-94	517	660	540	797	206	13
1994-95	129	139	375	570	56	17	1994-95	487	607	460	732	82	19
1995-96	137	152	380	599	32	9	1995-96	519	666	542	849	109	13
1996-97	123	138	383	573	89	9	1996-97	470	601	625	872	189	15
1997-98	135	147	327	492	60	9	1997-98	517	680	510	729	155	16
1998-99	146	156	310	458	69	10	1998-99	479	632	484	802	223	23
1999-00	131	144	284	435	79	11	1999-00	545	737	613	963	132	21
2000-01	163	177	263	411	67	18	2000-01	549	709	551	911	244	25
Skyline College							Shasta-Tehema-Trinity Joint Community College District						
							Shasta College						
1991-92	24	28	188	304	38	10	1991-92	13	17	247	331	22	12
1992-93	29	32	185	291	28	7	1992-93	27	34	219	291	9	8
1993-94	42	51	184	280	44	12	1993-94	24	26	179	235	24	7
1994-95	49	57	219	337	24	5	1994-95	24	25	214	299	24	8
1995-96	60	64	213	346	14	4	1995-96	27	29	235	332	60	5
1996-97	55	62	247	379	33	8	1996-97	24	25	225	325	18	8
1997-98	58	62	184	312	25	6	1997-98	28	28	292	403	35	8
1998-99	50	59	242	372	20	6	1998-99	33	37	308	406	19	11
1999-00	49	59	251	380	53	7	1999-00	24	27	229	362	14	7
2000-01	67	70	237	368	37	7	2000-01	34	34	261	371	166	11
Santa Barbara Community College District							Sierra Joint Community College District						
Santa Barbara City College							Sierra College						
1991-92	364	525	247	347	62	19	1991-92	53	74	399	600	37	9
1992-93	402	541	229	337	44	14	1992-93	85	107	389	570	51	9
1993-94	443	588	241	357	65	17	1993-94	74	91	435	639	60	13
1994-95	399	628	253	360	30	15	1994-95	88	91	462	690	56	9
1995-96	368	539	284	399	37	15	1995-96	95	97	494	712	35	7
1996-97	345	503	270	370	45	13	1996-97	99	100	503	733	54	10
1997-98	336	421	230	337	42	10	1997-98	76	81	496	731	70	16
1998-99	389	542	264	373	46	16	1998-99	84	93	595	853	64	18
1999-00	396	547	273	382	48	16	1999-00	97	127	633	930	51	11
2000-01	358	524	267	385	60	22	2000-01	119	128	584	883	71	17

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Fall 1991 Through 2000, and  
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Siskiyou Joint Community College District							Chabot-Las Positas (formerly South County) Community College District						
College of the Siskiyous							Las Positas College						
1991-92	16	17	51	69	2	2	1991-92	0		0		1	1
1992-93	7	9	56	64	1	1	1992-93	1	2	0		1	1
1993-94	5	6	53	63	6	4	1993-94	15	17	6	9	4	4
1994-95	17	18	61	77	2	2	1994-95	28	33	68	121	3	3
1995-96	9	9	48	63	8	2	1995-96	27	31	100	154	4	4
1996-97	8	8	36	56	6	4	1996-97	30	34	132	204	7	4
1997-98	8	9	46	64	8	4	1997-98	43	47	101	164	5	5
1998-99	6	7	42	49	3	3	1998-99	49	56	104	176	5	4
1999-00	6	7	36	50	3	2	1999-00	59	66	149	231	12	8
2000-01	6	7	43	63	4	1	2000-01	52	56	137	213	10	7
Solano County Community College District							Southwestern Community College District						
Solano Community College							Southwestern College						
1991-92	52	71	190	287	32	13	1991-92	53	59	370	569	194	11
1992-93	82	95	200	283	22	9	1992-93	80	103	384	560	193	9
1993-94	74	88	224	318	27	7	1993-94	76	120	340	536	205	6
1994-95	62	67	249	387	26	8	1994-95	64	93	419	663	208	7
1995-96	74	79	239	339	26	6	1995-96	95	118	477	753	200	13
1996-97	87	91	233	320	20	9	1996-97	72	89	440	704	238	9
1997-98	106	107	228	361	24	8	1997-98	73	94	365	626	251	7
1998-99	100	104	245	354	31	7	1998-99	71	95	331	547	295	9
1999-00	80	103	242	360	7	5	1999-00	62	99	308	556	273	7
2000-01	84	89	225	334	37	17	2000-01	91	131	356	653	379	14
Sonoma County Community College District							State Center Community College District						
Santa Rosa Junior College							Fresno City College						
1991-92	153	186	598	916	27	14	1991-92	75	89	712	1,049	45	9
1992-93	153	186	568	690	55	12	1992-93	70	79	683	978	53	10
1993-94	147	182	635	845	40	13	1993-94	70	80	768	1,123	51	10
1994-95	165	179	600	894	37	13	1994-95	78	86	754	1,174	87	9
1995-96	145	169	643	940	25	12	1995-96	59	69	782	1,164	118	10
1996-97	156	171	578	812	46	16	1996-97	78	87	798	1,212	94	9
1997-98	173	186	518	775	102	15	1997-98	57	66	765	1,158	99	8
1998-99	178	197	530	817	52	16	1998-99	73	78	668	1,022	138	13
1999-00	168	201	651	938	68	19	1999-00	73	82	682	1,076	181	13
2000-01	203	225	603	846	79	21	2000-01	96	101	674	1,015	179	14
Chabot-Las Positas (formerly South County) Community College District							Reedley College (formerly Kings River Community College)						
Chabot College							Reedley College (formerly Kings River Community College)						
1991-92	99	131	566	958	51	15	1991-92	11	12	130	179	11	3
1992-93	111	124	510	809	41	11	1992-93	13	14	106	148	18	3
1993-94	130	144	605	974	71	13	1993-94	9	10	147	218	17	5
1994-95	136	161	706	1,058	71	17	1994-95	23	25	158	220	31	5
1995-96	122	135	534	831	27	6	1995-96	9	11	229	332	50	7
1996-97	104	117	497	747	31	9	1996-97	14	15	252	345	56	11
1997-98	116	131	444	709	61	12	1997-98	22	24	264	370	54	10
1998-99	100	111	354	623	34	14	1998-99	14	14	244	351	65	10
1999-00	103	120	383	654	37	9	1999-00	12	13	284	436	84	7
2000-01	118	127	395	628	39	13	2000-01	20	22	287	439	90	7



***Flow of Transfer Students from California Community College Districts and Colleges  
to the University of California, the California State University  
and Regionally Accredited Independent Colleges and Universities,  
Fall 1991 Through 2000, and  
Full-Year 1991-92 Through 2000-01***

Number of Transfers to:							Number of Transfers to:						
District, College, Year	University of California		The California State University		Independent Institutions		District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges		Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Ventura County Community College District							West Hills Community College District						
Moorpark College							West Hills College						
1991-92	109	151	386	618	103	17	1991-92	5	6	52	75	9	3
1992-93	143	169	399	545	57	15	1992-93	2	2	47	57	6	3
1993-94	145	185	406	575	46	12	1993-94	6	6	58	66	6	3
1994-95	142	185	386	569	36	9	1994-95	2	3	40	61	10	3
1995-96	153	193	463	670	40	14	1995-96	4	5	43	58	7	2
1996-97	165	197	479	636	67	13	1996-97	1	1	50	65	7	3
1997-98	143	174	444	581	36	13	1997-98	1	2	56	76	10	3
1998-99	188	230	426	625	66	14	1998-99	7	7	56	91	12	4
1999-00	198	240	466	674	53	18	1999-00	5	6	63	98	13	5
2000-01	162	192	425	657	122	23	2000-01	3	4	76	107	24	3
Oxnard College							West Kern Community College District						
							Taft College						
1991-92	23	28	97	136	10	4	1991-92	5	5	36	44	0	0
1992-93	13	17	77	112	8	4	1992-93	2	2	49	57	3	3
1993-94	31	37	74	111	11	6	1993-94	1	2	30	41	1	1
1994-95	32	37	83	127	5	2	1994-95	1	3	39	53	2	2
1995-96	34	46	109	156	7	4	1995-96	2	2	27	44	1	1
1996-97	41	47	92	126	20	6	1996-97	3	3	26	36	1	1
1997-98	45	51	107	147	8	3	1997-98	5	5	21	37	4	3
1998-99	35	38	111	172	5	4	1998-99	1	2	29	37	4	2
1999-00	32	36	122	186	10	4	1999-00	2	3	36	43	1	1
2000-01	37	46	110	150	16	7	2000-01	1	1	29	41	7	3
Ventura College							West Valley-Mission Community College District						
							Mission College						
1991-92	110	141	345	524	40	12	1991-92	12	20	117	205	39	7
1992-93	126	143	329	443	36	12	1992-93	20	22	118	157	35	3
1993-94	118	138	286	418	32	9	1993-94	19	23	177	243	39	7
1994-95	98	135	308	421	28	10	1994-95	30	33	180	263	31	6
1995-96	108	131	292	446	27	11	1995-96	34	41	182	286	27	2
1996-97	102	128	361	462	46	15	1996-97	34	38	180	278	45	5
1997-98	95	122	319	425	24	13	1997-98	41	42	200	272	45	10
1998-99	134	162	306	462	50	19	1998-99	34	36	149	251	36	4
1999-00	102	120	343	474	25	13	1999-00	24	25	161	266	27	7
2000-01	107	144	394	599	56	18	2000-01	22	23	170	244	39	7
Victor Valley Community College District							West Valley College						
Victor Valley College													
1991-92	12	14	111	151	9	5	1991-92	117	147	463	687	40	14
1992-93	12	17	115	171	14	5	1992-93	90	109	496	582	69	11
1993-94	17	19	109	179	8	4	1993-94	81	99	589	754	73	10
1994-95	11	15	132	190	24	8	1994-95	121	138	493	721	66	8
1995-96	17	27	159	227	21	8	1995-96	114	132	478	673	37	12
1996-97	28	32	132	207	16	8	1996-97	106	119	382	586	66	17
1997-98	25	27	128	216	19	7	1997-98	121	134	436	570	63	15
1998-99	19	21	137	207	25	10	1998-99	85	96	408	586	61	19
1999-00	26	33	152	238	21	9	1999-00	89	107	415	600	49	12
2000-01	35	45	158	235	27	11	2000-01	74	83	362	540	83	21

***Flow of Transfer Students from California Community College Districts and Colleges  
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Fall 1991 Through 2000, and  
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Number of Transfers to:							Number of Transfers to:						
District, College, Year	University of California		The California State University		Independent Institutions		District, College, Year	University of California		The California State University		Independent Institutions	
	Fall	Full Year	Fall	Full Year	Fall	No. of Colleges		Fall	Full Year	Fall	Full Year	Fall	No. of Colleges
Yosemite Community College District							Yuba Community College District						
Columbia College							Yuba College						
1991-92	8	9	40	56	7	5	1991-92	36	44	189	276	16	8
1992-93	9	9	59	76	7	3	1992-93	27	42	205	282	13	5
1993-94	6	7	60	83	7	4	1993-94	27	30	194	267	18	7
1994-95	7	7	71	95	3	3	1994-95	36	37	213	310	15	7
1995-96	10	11	78	122	3	2	1995-96	33	35	200	304	18	7
1996-97	11	13	83	102	2	2	1996-97	24	26	218	301	18	4
1997-98	11	13	76	109	10	2	1997-98	28	30	211	313	20	7
1998-99	11	12	63	87	16	7	1998-99	46	49	209	298	22	9
1999-00	12	14	66	90	12	6	1999-00	33	36	205	314	26	11
2000-01	12	12	67	103	8	4	2000-01	39	41	213	314	27	8
Statewide Total													
Modesto Junior College													
1991-92	51	67	396	595	46	11	1991-92	7,464	9,972	28,530	44,898	5,161	41
1992-93	44	52	457	634	41	9	1992-93	8,244	9,993	28,344	40,976	5,258	30
1993-94	59	68	410	632	35	8	1993-94	8,857	10,940	29,520	44,420	5,855	32
1994-95	43	51	451	709	53	10	1994-95	8,997	10,929	30,388	46,906	5,325	33
1995-96	61	68	502	746	41	8	1995-96	9,021	10,886	31,872	48,685	4,853	36
1996-97	49	55	507	756	40	8	1996-97	8,798	10,492	32,357	48,345	5,661	32
1997-98	56	60	499	685	38	9	1997-98	8,638	10,210	30,008	45,545	5,478	37
1998-99	68	74	403	609	52	13	1998-99	8,307	10,161	28,747	44,989	6,497	44
1999-00	70	81	535	747	43	10	1999-00	8,696	10,827	30,447	47,706	5,814	39
2000-01	73	76	505	770	55	17	2000-01	9,233	11,215	30,177	47,900	8,271	49

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## Appendix B

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# CCC Transfer Students to Fifty-seven (57) AICCU Institutions, 1990 - 1999

Name of the Institution	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	9-year change (%)
1 Art Center College of Design	86	86	81	65	74	63	41	60	97	86	0%
2 Azusa Pacific University	181	181	168	159	149	138	119	107	133	169	-7%
3 Biola University	53	54	44	77	82	97	80	54	89	78	47%
4 California Baptist University	45	45	84	77	71	65	60	63	137	79	76%
5 California College of Arts & Crafts	76	76	76	76	56	68	68	57	66	59	-22%
6 California Institute of the Arts	49	55	61	67	73	45	58	60	65	55	12%
7 California Institute of Technology	1	1	1	1	2	3	5	2	1	4	300%
8 California Lutheran University	99	114	83	160	132	120	40	110	102	153	55%
9 Chapman University	240	240	240	252	290	319	294	230	215	265	10%
10 Claremont McKenna College	2	9	8	11	18	7	4	3	9	7	250%
11 Cogswell Polytechnical College	25	26	27	28	19	22	50	47	38	46	84%
12 College of Notre Dame	76	69	101	104	120	70	121	109	127	114	50%
13 Concordia University	31	33	35	52	56	54	39	49	52	55	77%
14 Dominican University of California	68	77	114	117	89	102	81	89	88	131	93%
15 Fresno Pacific University	40	41	81	58	55	65	45	57	57	92	130%
16 Golden Gate University	89	112	350	152	150	150	132	114	84	98	10%
17 Harvey Mudd College	2	3	2	2	1	2	1	2	3	4	100%
18 Holy Names College	13	13	19	23	31	26	26	12	29	34	162%
19 Hope International University	19	19	19	19	19	19	17	57	55	37	95%
20 Humphreys College	31	76	76	75	74	74	73	30	38	98	216%
21 John F. Kennedy University	35	43	46	54	54	65	55	33	39	50	43%
22 La Sierra University	67	67	94	85	76	67	92	116	102	88	31%
23 Loma Linda University	70	78	274	350	252	195	140	225	249	197	181%
24 Loyola Marymount University	225	225	225	242	232	108	200	256	179	212	-6%
25 Marymount College	70	70	70	49	27	40	14	18	18	40	-43%
26 Master's College, The	61	61	61	61	60	61	29	48	67	67	10%
27 Menlo College	27	46	55	64	41	35	33	33	38	53	96%
28 Mills College	37	57	50	99	94	32	76	73	74	55	49%
29 Mount St. Mary's College	88	48	133	144	128	142	102	81	57	69	-22%
30 National University*	2,408	2,127	2,360	2,123	2,342	2,328	2,803	3,097	3,149	3,190	32%
31 Occidental College	19	19	7	43	28	29	24	25	36	36	89%
32 Otis College of Art & Design	73	73	73	73	73	73	68	62	104	78	7%
33 Patten College	12	12	8	18	34	62	27	25	23	23	92%
34 Pepperdine University	108	102	81	86	125	116	97	85	68	69	-36%
35 Pitzer College	13	12	11	6	6	1	4	9	7	4	-69%
36 Point Loma Nazarene University	201	252	333	264	222	253	206	190	224	196	-2%
37 Pomona College	3	3	3	5	6	5	4	5	3	1	-67%
38 Saint Mary's College of California	132	123	130	141	140	92	119	92	113	136	3%
39 Samuel Merritt College	26	27	28	128	36	96	62	27	18	18	-31%
40 San Francisco Art Institute	52	52	65	55	62	57	50	42	35	79	52%
41 San Francisco Conservatory of Music	8	8	8	8	8	2	2	1	3	3	-63%
42 Santa Clara University	109	109	163	181	154	141	127	113	101	98	-10%
43 Scripps College	11	9	2	11	10	2	5	4	9	2	-82%
44 Simpson College	42	37	37	31	33	77	46	38	38	38	-10%
45 Stanford University	11	15	18	29	25	20	26	13	11	5	-55%
46 United States International University	36	9	13	19	22	35	31	8	23	23	-36%
47 University of La Verne	69	69	69	83	81	106	116	81	81	107	55%
48 University of Redlands	33	39	59	59	60	78	76	65	49	72	118%
49 University of San Diego	156	156	123	164	172	172	138	141	125	162	4%
50 University of San Francisco	154	154	184	533	434	200	305	334	171	296	92%
51 University of Southern California	845	877	845	1,009	860	845	845	858	872	845	0%
52 University of the Pacific	226	271	367	330	194	175	138	171	168	158	-30%
53 University of West Los Angeles	22	22	11	15	18	18	11	19	11	11	-50%
54 Vanguard Univ. of Southern California	59	25	50	78	81	78	74	58	83	75	27%
55 Westmont College	53	44	70	62	40	53	46	47	54	39	-26%
56 Whittier College	16	18	12	51	42	70	62	49	75	44	175%
57 Woodbury University	84	85	80	87	73	89	67	96	118	139	65%
Grand Total	6,887	6,773	7,888	8,413	7,906	7,526	7,673	7,950	8,080	8,442	23%

Please note: While AICCU had 65 institutions that enrolled undergraduate in 1999, four institutions (Art Institute of Southern California, Charles R. Drew University of Medicine & Science, New College of California, University of Judaism) were not members during the entire period from 1990-1999; three institutions (American Academy of Dramatic Arts West, Pacific Oaks College, Pacific Union College) did not provide data for all of the years indicated, and one institution (Thomas Aquinas College) does not accept transfer credits. Sources: CPEC's annual fall survey "Source of CCC Transfer Students." AICCU's Fall Admissions Survey, 1990 to 1999. Data are imputed for missing years. \*For National University, data reflects full-year data.



### Segmental Definitions of Transfer Students

*The California State University* For the California State University (CSU), any student who has completed college units after the summer immediately following graduation from high school is considered a transfer student. “Lower Division” transfer students at the State University are those students who have completed 55 or fewer transferable semester college units (83 or fewer quarter units). “Upper Division” transfer students are students who have completed 56 or more transferable semester college units (84 or more quarter units). The State University provides admission priority to all eligible community college upper division transfer students as is required by State statute.

The requirements for *lower*-division transfer students to be admitted to the State University include:

- A college grade point average of 2.00 or better in all transferable college units completed.
- Be in good standing at the last college or university attended, academically, administratively.
- Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make up the deficiencies they had in high school if they did not complete the 15-unit pattern of college preparatory subjects.
- Meet the CSU “eligibility index” (ratio of GPA to ACT/SAT test scores) required of a freshman.

The requirements for *upper*-division transfer students to be admitted to the State University include:

- A college grade point average of 2.00 or better (2.40 for California nonresidents) in all transferable college units completed.
- Be in good standing at the last college or university attended, academically, administratively, etc.
- Have completed or will complete prior to transfer at least 30 semester units (45 quarter units) or courses equivalent to general education requirements with a grade of *C* or better. The 30 units must include all of the general education requirements in communication in the English language (English composition, oral communication, and critical thinking) and at least one course of at least 3 semester units (4 quarter units) required in college-level mathematics.

Some CSU campuses have “impacted” programs – these are major programs for which more applications are received in the initial filing period from CSU eligible applicants than can be accommodated by the campus. Many CSU campuses have impacted majors and apply additional admission criteria for prospective transfer students. Several programs may be impacted at one or more, but not all, CSU campuses offering the program.

*The University of California* The University of California (UC) uses a systemwide definition of a transfer student to allow individual campuses to determine who is a bona fide community college student for purposes of admissions priority. The University gives first priority to entering community college transfer students (over native matriculating students) in course selection. The UC's "Final Universitywide Definition of a California Community College Student for Admissions' Review Purposes" states:

A California community college student applying for admission to the University of California in advanced standing will be given priority admission over all other applicants if:

1. The student was enrolled at one or more California community colleges for at least two terms (excluding summer sessions);
2. The last college the student attended before admission to a UC campus was a California community college (excluding summer sessions); and
3. The student has completed at least 30 semester (45 quarter) UC transferable units at one or more California community colleges.

*Independent California Institutions* Nearly all of California's regionally accredited independent colleges and universities belong to a voluntary organization called the Association of Independent California Colleges and Universities – the AICCU. While transfer requirements at the independents vary by institution, the AICCU publishes a *Transfer Handbook* each year to assist prospective community college transfer students. This document presents a variety of transfer information for AICCU member institutions, including: enrollment statistics, deadlines and deliverables, admissions requirements, and other information specific to transfer students.

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### Definitions and Explanations of Commonly-used Transfer Terms

**Articulation** – Sets of community college courses that CSU and UC faculty agree to accept as having the focus, content and rigor necessary to meet course requirements at the baccalaureate institutions. Formal course articulation agreements generally fall within one of three areas: (1) general education breadth agreements, such as those represented by IGETC, (2) transferable course agreements, such as those approved by the State University in various systemwide decrees, and (3) course-by-course agreements, which are generally used to build articulation of lower-division coursework required for a particular major.

**Articulation Agreement** – An official agreement in which one collegiate institution agrees to accept specific courses or groups of courses from another collegiate institution in place of its own courses.

**ASSIST (Articulation System Stimulating Interinstitutional Student Transfer)** – ASSIST is a computerized student-transfer information system that displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. ASSIST's mission is to facilitate the transfer of California Community College students to California's public 4-year universities by providing an electronic system for academic planning, which delivers accurate, timely, and complete information and operates as the official repository of articulation information for the state of California.

**CAN (California Articulation Number System)** – CAN was created to promote the transfer of CCC students to UC/CSU institutions by simplifying the identification of transferable CCC courses and indicating the specific disciplines and programs for the UC/CSU institutions to which those course are transferable, though most UC campuses do not participate in CAN. Specifically CAN is designed as a cross-reference course identification for a common core of lower-division, transferable, major preparation courses commonly taught on CCC, CSU, and UC campuses. CAN facilitates transfer by establishing the academic integrity of a course and then insuring its transfer to a CAN participating institution.

**Catalog Rights** – A policy that allows, in certain circumstances, a college student to select the set of requirements, he/she will follow to qualify for university graduation.

**Course articulation, major-specific** – Sets of courses that CSU and UC faculty accept as having the focus, content and rigor necessary to meet course prerequisite requirements for specific majors that have lower division requirements. The term discipline-specific is often used within SB 121, by former Senator Gary Hart (Chapter 1188, Statutes of 1991) to refer to major-specific course articulation agreements. This articulation is also referred to as "Major Prep" articulation and, for prospective transfer students, is generally preferable to course-to-course articulation. Articulation

agreements specific to the community college student's major of choice are more focused and tend to require that the student take fewer courses in general than non major-specific agreements.

**Course articulation, system wide** – Agreements by faculty that a set of courses offered by community colleges are equivalent to similar courses offered at CSU and UC. Credits earned by students in these courses are accepted by every campus within CSU or UC and are applied toward degree requirements. Generally, these courses are lower-division, general education courses.

**General Education** – A program of courses in the arts and sciences that provides students with a broad educational experience. Courses typically are introductory in nature and provide students with fundamental skills and knowledge in mathematics, English, arts, humanities, and physical, biological, and social sciences. Transfer students often take these classes while attending a community college. Completion of a general education program is required for the baccalaureate degree.

**General Education Breadth Requirements** – A specific program of courses that a student may use to fulfill CSU general education requirements for the baccalaureate degree. Some of these courses may be taken at a community college or other accredited college or university prior to transfer to a CSU campus.

**IMPAC (Intersegmental Major Preparation Articulated Curriculum)** – IMPAC is an effort supervised by the Intersegmental Council of Academic Senates (ICAS) to get faculty to work together to develop a common understanding of major preparation requirements around the state. IMPAC is one of many efforts to get CSU and UC faculty, respectively, to agree on expected course outcomes so that faculty in the system will have consistent standards to use to develop actual articulation agreements with other higher education systems. IMPAC, (initiated in 1999-2000) is funded through contract funds allocated through the California Community Colleges.

**Impacted Programs** – Refers to those majors that receive more applications during the initial application filing period than there are spaces available. A major may be impacted on one campus, several campuses, or all campuses where it is offered.

**Intersegmental General Education Transfer Curriculum (IGETC)** – often referred to as the "Common-core transfer curriculum," IGETC is a general education program that community college students may use to fulfill lower-division general education requirements at either the CSU or UC without the need, after transfer, to take additional lower-division general education courses. All California community colleges offer an approved list of courses from which students may select to meet general education curricular requirements at the State University or University campuses of their choice. Developed in response to AB 1725 (Vasconcellos, Chapter 973, Statutes of 1988), the curriculum was adopted in 1990 by the Intersegmental Committee of the Academic Senates and implemented in the 1991-92 academic year.

**Junior status** – Refers to students who have entered the third year of study for a bachelor's degree. Students who have completed 60-89 semester units are considered juniors.

**Lower Division** – Courses designed for the first two years or within the first 59 semester units of study toward a baccalaureate degree, often taken at community college and transferred to a university. Also refers to freshman and sophomore students.

**Major Preparation** -- This phrase refers to academic coursework taken by prospective transfer students while they are still enrolled at a community college that satisfies some of the requirements of a specific degree major at a receiving institution. Students who have decided on a receiving institution and specific program of study use “major preparation articulation” agreements, which allow them to take coursework needed for the particular major. Good counseling appraises prospective transfer students of the individual requirements of degree programs at institutions and with this knowledge students may plan a path of study that allows them to take discipline-specific courses while still enrolled in the community college. Major preparation transfer agreements are usually preferable for students rather than transfer paths that focus solely on general education courses that satisfy lower-division requirements. Meeting major preparation transfer requirements while in the community college also gives students more freedom when selecting courses once they enroll in the receiving institution and helps expedite their time-to-degree by putting them further along in their selected major at an earlier point.

**Transfer Admission Guarantee (TAG)** – This University of California program (most predominantly at UC Riverside and UC San Diego) encourages students to begin their college career at a California community college and then transfer to the UC to complete the bachelor's degree. TAG participants enter into a contract with the receiving UC campus that specifies the requirements that these students must satisfy for admission while at the community college. The program provides students guaranteed admission to the UC campus' college and academic term of choice, but does not necessarily for impacted majors. Each participating UC campus develops its own TAG with area community colleges and these agreements vary by campus.

**Transfer Admits** – A count of the actual number of transfer-eligible community college students who apply for and are accepted for enrollment in a baccalaureate institution in a given year. This term is the second in the transfer sequence of “Applicant” “Admits” and “Enrolleds.” Transfer admissibility is one measure of how effective community colleges are in helping students achieve transfer eligibility. It also is one gauge of the utility of baccalaureate institution outreach efforts to potential transfer students and of the effectiveness of faculty articulation efforts and other transfer processes.

**Transfer Alliance Program (TAP)** – This University of California program (initiated at UCLA) gives students at participating community colleges an opportunity to transfer to participating UC campuses as juniors. Students in this program complete an honors/scholars program at the community college. Faculty and counselors at the community colleges help students plan academic programs that meet major and general education requirements and honors/scholars certification. Students who complete the program are given priority consideration for admission to the College of Letters and Science at the UC campus. Students participating in TAP learn more about the UC through meetings with counselors, faculty, and students, including students who have transferred to the UC from the same community college. TAP students may use the UC library and participate in cultural and sports events on campus.

**Transfer agreement** – These are specific agreements that a community college student enters into with a CSU or UC campus, stipulating that admission as an upper division student is assured providing the student satisfies the specific requirements delineated in the agreement. These agreements typically lists the courses the student will complete at community college, with emphasis on courses required for admission, major prerequisites, and breadth requirements. Students who comply with the agreement and apply for admission on time during the appropriate filing period are guaranteed admission to a specific academic term in advance. In many cases, these

agreements do not guarantee transfer into the department or major of first choice, however students with these agreements generally stand a better chance of gaining such enrollment.

**Transfer agreement program** – This term refers to the combination of programs, policies and practices that CSU and UC campuses use to facilitate the transfer of community college student. These TAPs are usually established between CSU/UC campuses and local area community colleges. The transfer agreement program incorporates enrollment planning and management to assure that adequate spaces exist for students who have prepared themselves for transfer. It also includes the procedures by which a community college makes students aware of the requirements that must be met to successfully transfer to one of the State's public universities.

**Transfer Applicants** – A count of the number of community college students who apply for transfer to a baccalaureate institution in a given year. This term is the first in the transfer sequence of "Applicant" "Admits" and "Enrolleds." The numbers of students applying for transfer serves as one measure of the effectiveness of the many community college and intersegmental initiatives designed to help community colleges students achieve transfer eligibility and pursue a baccalaureate education.

**Transfer eligible** – An estimate, or actual count, of the numbers of community college students who have met or exceeded transfer requirements published by the California State University, the University of California, and independent institutions. Transfer eligibility is essentially determined by requirements established by the "receiving" (baccalaureate) institutions. As such, it is driven by the efficiency of these requirements and by how effective community colleges are at preparing students to meet them. Changes in transfer eligibility also help measure the effectiveness of intersegmental transfer efforts, such as CAN and IGETC, and the utilization of ASSIST.

**Transfer Enrolled** – A count of the actual number of community college students who enroll in a baccalaureate institution as transfer students. This term is the third in the transfer sequence of "Applicant" "Admits" and "Enrolleds." This term also defines the numbers reported annually by the Commission as actual transfer students. Improvement in the number of transfer enrolled community college students is the State's highest policy goal in the area of transfer. As such, assessing changes in transfer "Enrolleds" is the most effective measure of the interrelation and effectiveness of all the State's transfer services, programs and processes.

**Transfer Opportunity Program (TOP)** – These programs operated by some University of California campuses, encourage community college students to transfer to a UC by providing support services to ease their transition. The program provides a transfer advisor who regularly visits each participating community college to work with counselors and students. The TOP advisor provides information about admission and transfer requirements, academic programs, financial aid, housing, tutoring, campus life, and other services and programs. The advisor evaluates student transcripts to assure that admission requirements are met and that community college courses taken are transferable to the University. The TOP advisor also works with counselors and students to develop individual transfer admission agreements.

**Transfer Units** – Credit earned in courses that are transferable to the CSU or another college or university that a student plans to attend. All community colleges have a course numbering system for identifying transferable courses. This information is included in the community college's catalog.

**Upper division** – Courses designed for the third and fourth (junior and senior) years of study toward a bachelor's degree. These courses are not offered by community colleges, and they often require completion of prerequisite courses. Also refers to junior and senior students.

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## Appendix E

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### Reports of the California Postsecondary Education Commission on Transfer and Major finding of Selected Commission Reports on Student Transfer

Below is a compendium of reports issued by CPEC, and its predecessor the CCHE, on the subject of student transfer in California:

Enrollment Restrictions and the Redirection, Diversion, and Transfer of Students. Coordinating Council Report 65-11, June 1965.

Director's Report, April 1979: Joint Segmental Report on Increasing Opportunities for Community College Transfer Students; Legislation. Commission Report 79-5, April 1979.

Director's Report, May 1979: Change in Transfer Admission Requirements to the University of California; Recent Federal Trade Commission Rules Regulating Private Vocational Technical Schools. Commission Report 79-7, May 1979.

Plan for Obtaining Community College Transfer Student Information. Commission Report 80-7, March 1980.

Report on the Implementation of a *Plan for Obtaining Community College Transfer Student Information*, (March 1980). Commission Report 81-11, April 1981.

California College-Going Rates and Community College Transfers, 1980. Commission Report 82-2, January 1982.

Update of Community College Transfer Student Statistics, June 1982. Commission Report 82-24, June 1982.

Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11, March 1983.

Evaluation of Community College Student Affirmative Action Transition Projects: A Report to the Legislature in Response to Assembly Bill 1305 (1981). Commission Report 83-36, December 1983.\*

Update of Community College Transfer Student Statistics, Fall 1983. Commission Report 84-10, March 1984.

Views from the Field on Community College Transfer: Testimony to the Ad Hoc Committee on Community College Transfer, California Postsecondary Education Commission. Commission Report 84-20, June 1984.

Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the California Community Colleges to the California State University and the University of California. Commission Report 85-15, March 1985.

Facilitating the Transfer of Community College EOPS Students to California's Public Universities: Report of a Task Force Representing the California State Department of Finance, the Office of the Legislative Analyst, the California Community Colleges, the California State University, the University of California, and the California Postsecondary Education Commission, Convened in Response to Assembly Bill 3775 of 1984. Commission Report 85-19, February 1985.

Update of Community College Transfer Student Statistics, Fall 1984. Commission Report 85-21, March 1985.

Commission Comments on the Intersegmental Task Force Report, *Facilitating the Transfer of Community College EOPS Students to California's Public Universities*. Commission Report 85-25, April 1985.

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1985. Commission Report 86-11, April 1986.

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1986. Commission Report 87-22, April 1987.

Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities: Progress Since 1985 and Suggestions for the Future. Commission Report 87-41, November 1987.

Update of Community College Transfer Student Statistics Fall 1987: University of California, The California State University, and California's Independent Colleges and Universities. Commission Report 88-15, March 1988.

Progress in Implementing the Recommendations of the Commission's 1987 Report on Strengthening Transfer and Articulation: A Staff Report to the California Postsecondary Education Commission. Commission Report 88-38, October 1988.

Update of Community College Transfer Student Statistics, 1988-89: The University of California, The California State University, and California's Independent Colleges and Universities. Commission Report 89-23, August 1989.

Transfer and Articulation in the 1990s: California in the Larger Picture. Commission Report 90-30, December 1990.

Updated Community College Transfer Student Statistics, Fall 1990 and Full-Year 1989-90: A Staff Report to the California Postsecondary Education Commission. Commission Report 91-11, April 1991.

Fall 1991 Community College Transfers in California's Two Public Universities. Commission Factsheet 92-10, December 7, 1992.



Progress Report on the Community College Transfer Function: A Report to the Governor and the Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991). Commission Report 96-4, June 1996.

New Community College Transfer Students at California's Public Universities. Factsheet FS/98-3, May 1998.

New Community College Transfer Students at California Public Universities. Factsheet FS/98-7, December 1998.

New Community College Transfer Students at California Public Universities. Factsheet FS/00-4, January, 2000.

New Community College Transfer Students at California Public Universities. Factsheet FS/01-2, January, 2001.

Student Transfer in California Postsecondary Education. Commission Report 02-3, February, 2002.

## Major Findings

Director's Report, April 1979: Joint Segmental Report on Increasing Opportunities for Community College Transfer Students; Legislation. (CPEC 79-5)

The Commission observed that the joint intersegmental approach to examining student flow programs and services was very useful in identifying resource commitments and data needs for future work

Plan for Obtaining Community College Transfer Student Information. (CPEC 80-7), March 1980.

The Commission provided extensive background information on eligibility for transfer, availability of persistence and performance data, barriers to transfer, and limitations of data availability. The follow-up report to this one included recommendations on removing barriers to transfer, which included expanded outreach, additional admissions and financial aid counseling, and support services.

Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the CCC, CSU, UC. (CPEC 85-15)

This Commission report examined present student transfer and included the following seven recommendations for aiding student transfer: (1) affirming the importance of transfer with the use of continuing study, (2) improving the preparation of high school students, (3) assessing, identifying, and counseling prospective transfer students, (4) assuring adequate community college transfer offerings, (5) improving information for students about transfer, (6) coordinating enrollment planning, (7) basing transfer policy on information.

Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities: Progress Since 1985 and Suggestions for the Future. (CPEC 87-41)

This Commission report examined progress on student transfer since 1985 and made eleven recommendations for improving student transfer; among them: The Governor and Legislature should give broad policy direction to the higher education systems in matters relating to student flow; the systems should encourage their respective campuses to work with nearby institutions to reach voluntary agreements on student flow and articulation efforts, and; the California State University and University of California should develop a system of reporting to the California Community Colleges annually on the disposition of each transfer applicant.

#### Transfer and Articulation in the 1990s: California in the Larger Picture. (CPEC 90-30)

This Commission report provided a national context to transfer, in addition to examining the state of student transfer in California. The report included an overview, conclusions, and six recommendations. Prominent among them was that the three public higher education systems jointly develop plans to improve both transfer and articulation, identify the resources needed to do so, then implement these plans and report back to the legislature and Commission on implementation of these plans.

#### Progress Report on the Community College Transfer Function: A Report to the Governor and the Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991). (CPEC 96-4)

This Commission report examined the state of student transfer during, and immediately prior to the State's 4-year economic recession. It concluded that the transfer function has survived the State's long economic recession and concomitant budget cuts at a cost. System efforts to maintain and expand articulation have been harmed, staffing and funding reductions prompted many campuses to lessen efforts to maintain articulation contacts, needed sections of transfer courses have been reduced, fewer slots have been available for transfer students in some majors, and coordination of transfer efforts has generally suffered. Additionally, staffing shortages have reduced the professional resources available to students to decipher which pattern of lower division preparation.

The Commission recommended that increased interinstitutional collaboration and a higher profile for transfer as a priority were essential to recapturing pre-recession momentum and increasing transfer opportunities for students. The Commission noted that baccalaureate institutions that view feeder community colleges as a vital component of their strategy to achieve institutional goals and maintain institutional vitality also seem more attentive to incorporating community college personnel in early discussions which might lead to changes in curriculum, programs, or services that have the potential to affect the transfer process. As the report stated: "The transfer function relies heavily on the human element."

#### Student Transfer in California Postsecondary Education. (CPEC 02-3)

This report provided background and summary information on the topic of undergraduate student transfer in California's postsecondary education systems. It serves as a guide or primer on student transfer, with the main body of the report discussing the important role transfer plays in California's postsecondary education system, and discusses the many intricacies of the transfer function. The report focuses on those students attending California's community colleges who seek to transfer to the State's public and independent baccalaureate-degree granting postsecondary education systems. It includes a glossary of terms commonly used in

discussions of student transfer and a listing of Commission reports on transfer and summaries of the major findings from those reports.

The report notes that there continue to be bottleneck to transfer (administrative and operational) and that improvements in transfer have been mixed at best. The report concludes that California's higher education Master Plan transfer goals will likely only be realized when there is greater attention to the coordination of student transfer and a more systematic approach to evaluation of transfer initiatives. Changes to the current transfer system are necessary in order to facilitate the movements of hundreds of thousands of California students through the State's postsecondary education system and on to their educational objectives.

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